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ABSTRACT

This workbook, directed toward the non-reader, was designed for the New Orleans Parent Child Developmental Center's Infant Program. It offers parents day-by-day suggestions for stimulating infants from birth to six months. Experiences related to the child's visual, auditory, muscular and language development, as well as hints on routine and reinforcement methods, are explained in simple form and accompanied by illustrations and checklists. Emphasis is placed on the parent's communication with the baby and the baby's reactions to his environment. (For related document, see PS 006 728.) (ST)

PARENT CHILD DEVELOPMENT CENTER

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IN THE BEGINNING

A PARENT GUIDE
OF
ACTIVITIES AND EXPERIENCES
FOR
INFANTS FROM BIRTH TO SIX MONTHS

BOOK I

GERALD WIENER, Ph.D., RESEARCH DIRECTOR
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PREPARED FOR THE
INFANT PROGRAM

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PS 006733

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Center Phone 899-1587

Nurse Mrs. Joan Parker

Pediatrician Dr. C. C. Haydel

Clinic Office Hours

Monday - 10:00 a.m.

Friday - 5:00 p.m.

Call the nurse any day between the hours of 8:30 and 4:30 to make an appointment before you come in. She will tell you about transportation arrangements.

If you have questions about the program, call and ask for

Mrs. Ester Randall
Mrs. Margie Robinson

IMPORTANT! Change of Address or Phone Number:

Please send in a card from the back page of this book to let us know when you move. This is the only way we will be able to keep in contact with you.

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COLOR CODE

The different colored pages mean different things.

Look for this color ..... if you want to find:

BLUE	Child Development Statements
YELLOW	Record of Infant Responses to Activities or Experiences
GOLD	Additional Experiences in the Home

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PURPOSE OF THIS BOOK

This is a book for you, the parents in our program. It is your book to write or mark in however you wish. As you record how your baby responds on the yellow response sheets, it will become a record of how your baby grows and learns. This workbook, along with your "Babyhood Record" (the babybook with pictures) will give you a complete record of what your baby does at every stage of his development.

This is Book I. It covers about the first six months of your enrollment in the program. You will receive other materials to follow this book for as long as you are enrolled in our program.

This is a workbook with ideas and topics for discussion with your Educator. She will read along with you. Ask her about ideas that you don't agree with or don't understand. Parents and educators will work together in trying out these materials we have written for parents. We are a new program, and will make a lot of mistakes. You can help us make the program work by letting us know whether the discussions and activities are useful to you. If not, next time we will know to do it differently.

I would like to express my appreciation to the Home Visit Committee for their continued rewriting and preparation of these materials. They are Ester Randall, Chairman, Brenda Jackson, Alberta McCathen, and Margie Robinson.

Other educational staff members who aided in writing and making suggestions are our Center Infant Teachers, Audrey Anderson, Olivia Hayes, Louise Ledet, and Katie Scott, and out Toddler Teachers, Lucille Carter and Lovey Warrick.

Consultants were Marcelene Clutz and Iris Boivin, Family Health, Inc., and John King, Social Work student, Tulane University. The artist is Edward Diaz.

This workbook would not have been completed without the continued cooperation of all of those persons mentioned here.

Melba Rabinowitz
Educational Curriculum Coordinator
October 1971
Revision August 1972

Other Center Staff who have been very supportive throughout the preparation of this booklet are as follows:

Assistant Curriculum Coordinator:	Mary Rudman
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Parent Activity Staff:	Caroline Steward Cammie Carroll Linda Bullock
Social Service Staff:	Tonya Zeno
Executive Secretary:	Loretta Graham
Multi-purpose Workers:	Earl Smith Felton Robertson

PURPOSE OF THE PROGRAM

During the past ten years, both politics and education have begun to focus on young children. We are now discovering that what happens before a child starts to school sets the stage for all of his later development. Of course, parents and other family members are the key persons in influencing this early development. The way parents relate to their children through all of the daily caretaking and management is the basic way children get their own attitudes about themselves and about learning. Parents are with their children more and tell other people how to take care of them.

Yet, few programs and resources are available to parents who want to know how they can best help their child during these important early years. The purpose of our program is to provide just such a resource for parents. It is a government funded research program. It is designed to make available this child development information to parents so parents can decide how they want to use this information to help their babies. Since it is a research program, parents who participate must come regularly and cooperate with the research staff in having their child observed every two months.

The purpose of the program is to try and find out different ways of providing this information in an interesting way. The children in this program will be compared to children whose families were not enrolled. As we all work together, parents, educators, and research staff, we hope to find whether or not programs of this kind are useful to parents. If they are, then perhaps similar programs can be set up across the country for many more parents and children.

Will you get a letter like this when your child goes to kindergarten?

October 13, 1975

Dear Mrs. _____,

As you know, the children have been here at school for about a month. I think I know them pretty well by now. I must admit I can't get over _____. He is very curious and interested in everything. Of course, he knows his colors and ABC's but that is not what I am talking about. I am talking about how much he wants to learn and how he feels about himself.

He knows he can learn. He is not afraid. That is the most important thing. He also has very good language development.

It seems he has been worked with in some special way, has he? He is so outgoing and confident, so very proud to be himself.

It is a pleasure to teach _____.

Sincerely,

(Mrs.) Jane Campbell
Kindergarten Teacher
Room A3

WILL THIS BE YOUR REPLY?

October 17, 1976

Dear Teacher,

Thank you for your letter about _____. Yes, you might say I have been working with him in a special way. From the time he was a baby I have tried to do everything I knew to help him.

I don't mean buying him lots of toys. He had "brought" toys when we could afford them but most of his playthings came from around the house. You know, like pots and pans, old clocks and magazines things most people have. I let him play with the things he liked and was interested in when I could. When they were things that he wasn't suppose to have I gave him something else to keep him busy.

I tried to watch him and figure out what he was trying to do-like when he first tried to sit up or eat with a spoon. Then, I worked with him and helped him learn to do it.

I talked with him alot. That's the most important thing you know.

I don't mean I was always patient with him or did the right thing. Sometimes I would get tired and angry and yell at him. Once I spanked him for breaking something when I knew I should have put it up out of the way. But I think if you treat a child right most of the time he will understand when you are at your wits end and loose your temper. If you remember that little hids have feelings just like grown-ups you will usually find ways to help them.

I am glad you think _____ will do well. Let me know if there is anything I can do at home to help.

Yours truly,

_____ Mother.

That is what THIS PROGRAM is ALL ABOUT ...

It is designed to help families use new information on child growth and development which has been discovered in the last five years.

DO YOU KNOW?

- that loving and caring about your baby during the first two years can help him be confident about himself and what he can do?
- that interest in learning about the things around him is more important to his future school success than learning his alphabet?
- that the things which happen to your child when he is an infant can cause him to be smart or retarded, outgoing or withdrawn?
- that families and neighborhood people give your child more of his basic intellectual knowledge than the school no matter what his age?
- that over half a child's intelligence is formed even before he starts school?
- that providing lots of attention and activities for your baby can help him develop faster?
- that everything you do with him from the moment he is born will make a difference in his development?

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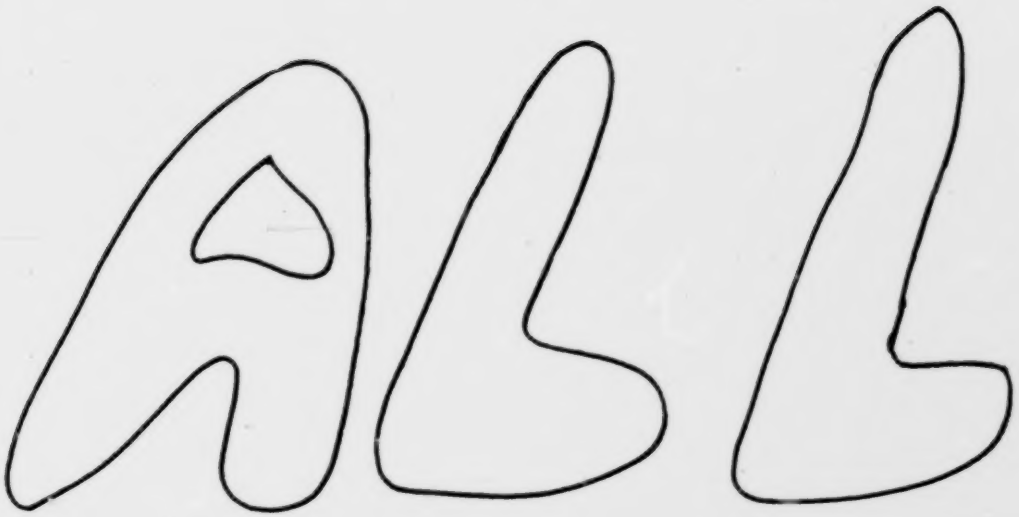
If you want to learn more about how YOU CAN HELP YOUR BABY'S DEVELOPMENT during these early years, then ...

PLEASE READ ON

What is ENVIRONMENT?



of the BABY'S TIME is LEARNING TIME...

Y O U

Picture of Mother
made at first home
visit.

AND YOUR FAMILY ARE THE MOST IMPORTANT PEOPLE IN HELPING
YOUR BABY LEARN

YOU And Your Family Educator

Can Work Together To Help Your Baby Grow and Learn

Family Educator's Name _____

Home Phone _____

Think about YOURSELF and how SPECIAL you are ....

What are your favorite things to do?

Do you like to .....

Sew	Design Clothes
Cook or Bake	Work Crossword Puzzles
Fix Things	Grow Flowers
Arrange Flowers	Play Vollyball
Help Your Neighbor	Type
Take Care of Children	Sing in the Choir
Walk and Be Outdoors	Teach Sunday School
Embroider or Knit	Go Shopping

Have a Party for Friends or Family

Talk about yourself and what you like to do.

_____

_____

_____

Most of us remember as a child liking certain people because they helped us in a special way. Who were the people who influenced the kind of person you are now?

_____

_____

_____

_____

Mother, Do Your Own Thing!

Some mothers are gay
Some mothers are sad
Some mothers are nervous
Some mothers are glad

Some mothers sleep late
And some don't get up
Some mothers rise early
To pour coffee in their cup

Some mothers clean house
And some mothers don't
Some would rather read
Or talk on the phone

Some mothers want clean babies
Without mess or fuss
Some mothers don't care if
Their babies play in dust

Mothers come in all sizes, A through to Z
They all have their own "thing" to do and to be
They all have something special for their special child
Just as YOU and YOUR BABY have your own SPECIAL STYLE

YOU ARE UNIQUE!

M.D.R.

Week 2 Date

Think about YOUR BABY and how he is SPECIAL ....

What are his favorite things to do?

Does he like you to...

- Talk to him
- Rub his tummy
- Rub his head
- Cuddle and rock him
- Tickle him
- Hold him up in the air over your head

Does he like to...

- Hear lots of noises
- Be quiet
- Watch you
- Eat many times a day
- Play by himself

What kind of personality do you think your baby will have?

Will he be quiet, serious, outgoing, talkative, nervous shy or energetic?

What things do you hope your baby will be able to do when he is

a preschooler?

in gradeschool?

in high school?

grown up?

How do you think you can help him learn to do these things?

YOU and your CHILD are UNIQUE!

How does YOUR BABY LEARN to be...

ALERT,

INTERESTED,

and CURIOUS?

Your child LEARNS through his FIVE SENSES

And he USES them ALL THE TIME!

Babies RESPOND to SENSORY Activities in DIFFERENT WAYS

Activity: I SEE Mommy and me in the mirror.

Response: I smile; I gurgle; I move my arms; and I am happy.

Activity: I HEAR Mommy's voice talking to me.

Response: I stare; I cry; I tense my body; and I am puzzled.

Activity: I TOUCH Mommy's hair and clothes.

Response: I am interested; I squeal; I pull at them; and I am curious.

Activity: I TASTE my applesauce.

Response: I smile; I move my lips; I put my hands in my mouth; and I like applesauce.

Activity: I SMELL my vegetables cooking.

Response: I make a face; I look around; I whimper; and I don't like to wait.

YOU LEARN about your child through HIS RESPONSES

FACIAL EXPRESSION

BODILY MOVEMENT

VERBAL SOUND

All of these TOGETHER tell you how he FEELS about the activity

EMOTION

Week 3 Day 1

Date _____

You can try these ACTIVITIES and see how your baby RESPONDS to them. You will need some brightly colored wrapping paper and a rattle.

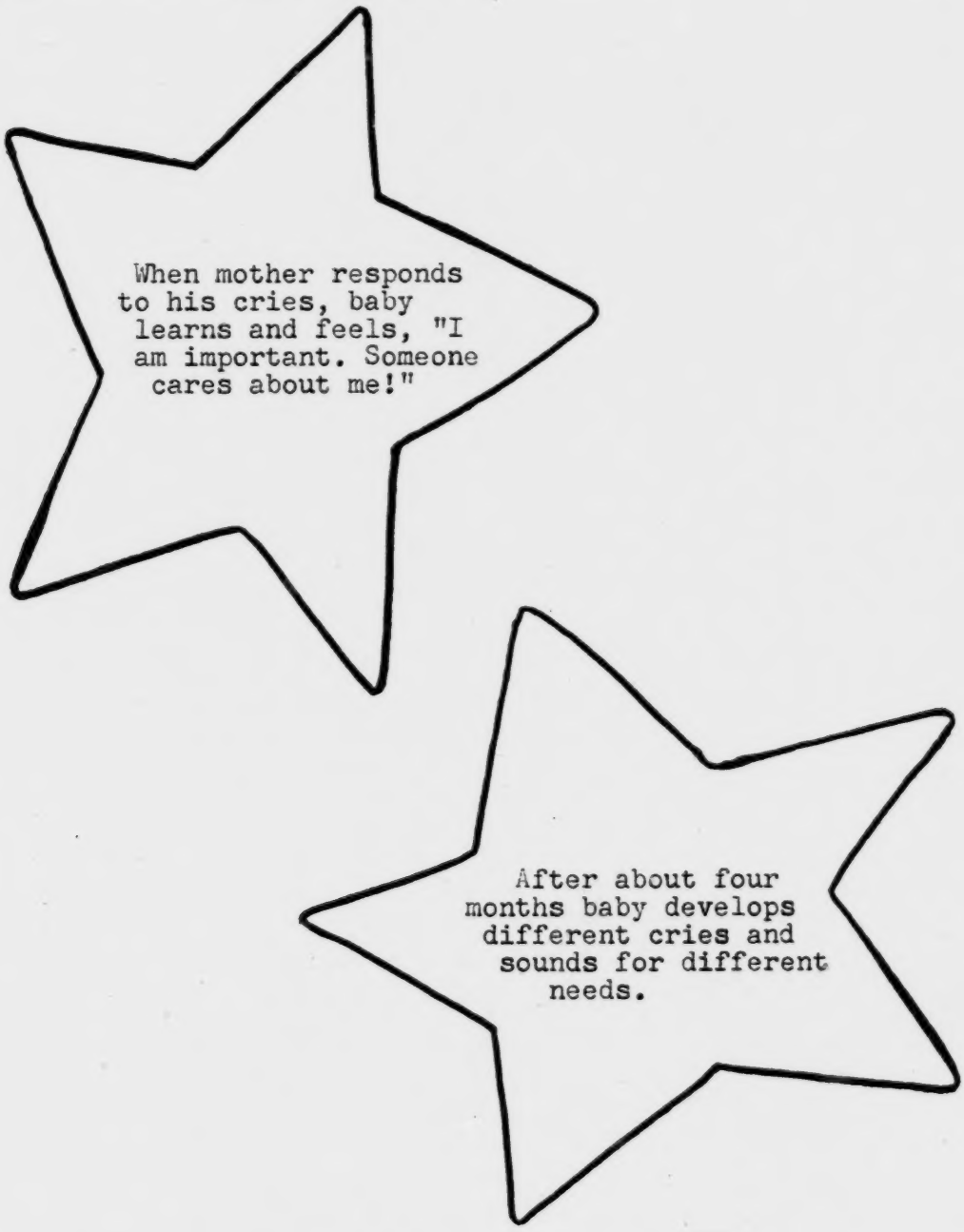
Activity	Response
Visual Sense (Seeing) Hold wrapping paper 12-18 inches from baby. Let him look at the pattern	Facial: Bodily: Verbal: Emotions:
Auditory Sense (Hearing) Shake a rattle behind his head about 2 feet away.	Facial: Bodily: Verbal: Emotions:
Muscle Sense (Touching) Let him crumple part of the paper.	Facial: Bodily: Verbal: Emotions:
Language Development Imitate the sounds he makes	Facial: Bodily: Verbal: Emotions:

What do you think the baby learned from what you did?

What did you discover? What interested you about his reactions?

What do you think would happen if you tried to shake the rattle, give the baby the paper, and sing to him at the same time?

CRYING is baby's FIRST LANGUAGE


When mother responds to his cries, baby learns and feels, "I am important. Someone cares about me!"
After about four months baby develops different cries and sounds for different needs.

Week 3 Day 2

Date _ _ _ _ _ _ _ _

Can You Tell the DIFFERENCE Between Your BABY'S CRIES ?

Think about how your baby sounds when he. . .

is angry_____

is wet_____

is tired_____

has stomach pains_____

is hungry_____

is happy_____

"talks" to you_____

How are his sounds different?

How are they the same?

THE HOOT 'N HOLLER

DAILY NEWS

Issue 1 Wednesday, October 11, 1972 Page 7

Mr. Dolittle's Advice To Parents

Question: My mother-in-law keeps after me that I am going to spoil the baby. She says that she never picked us up when we were crying. I don't know what to do. The baby seems so young and sometimes he is really pitiful because he wants to be picked up. If I go to him when he cries, will he get spoiled?

Answer: Yes, your baby will soon learn that he likes to be picked up, talked to, and played with and he will often cry to get you to do that...but crying is his way of talking. It is as though you might say to your mother-in-law. "I am getting out of here to get some fresh air." Your baby says this by crying. He is asking for help. He needs a response just as you do when you ask a question.

Now, to the second part of the question. Babies who get responses when they cry are satisfied for a time. They quickly realize that there are many different ways to get satisfaction and tend to cry less and less as they get older.

One of the most interesting things about crying is that babies who have a good relationship in infancy cry less and less as they get older. For example, if you pick up your baby now and play with him and try to give him what he wants, by the time he is 18 months or so he will be more advanced in his talking ability and do less crying than a baby who has had less response from an adult as a tiny infant.

Question: I have a neighbor who spanks her baby when he crawls after her and cries to be picked up when strange people are around. She does not want him to be a sissy. I want my little boy to be strong and a big boy too. Will it help if I spank him for crying?

Answer: No, as a matter of fact, spanking him for being afraid or clinging so early will cause him to be insecure and afraid. If you are calm, pick him up and explain what is happening to him, "You are afraid of Uncle John's beard, aren't you," he will be more secure and independent later on.

"Man, this is cool. I wonder if the other kids know how nice a mommy's lap is?"

* * * *

Let <u>BABY CRY</u> when...

-he is overtired.

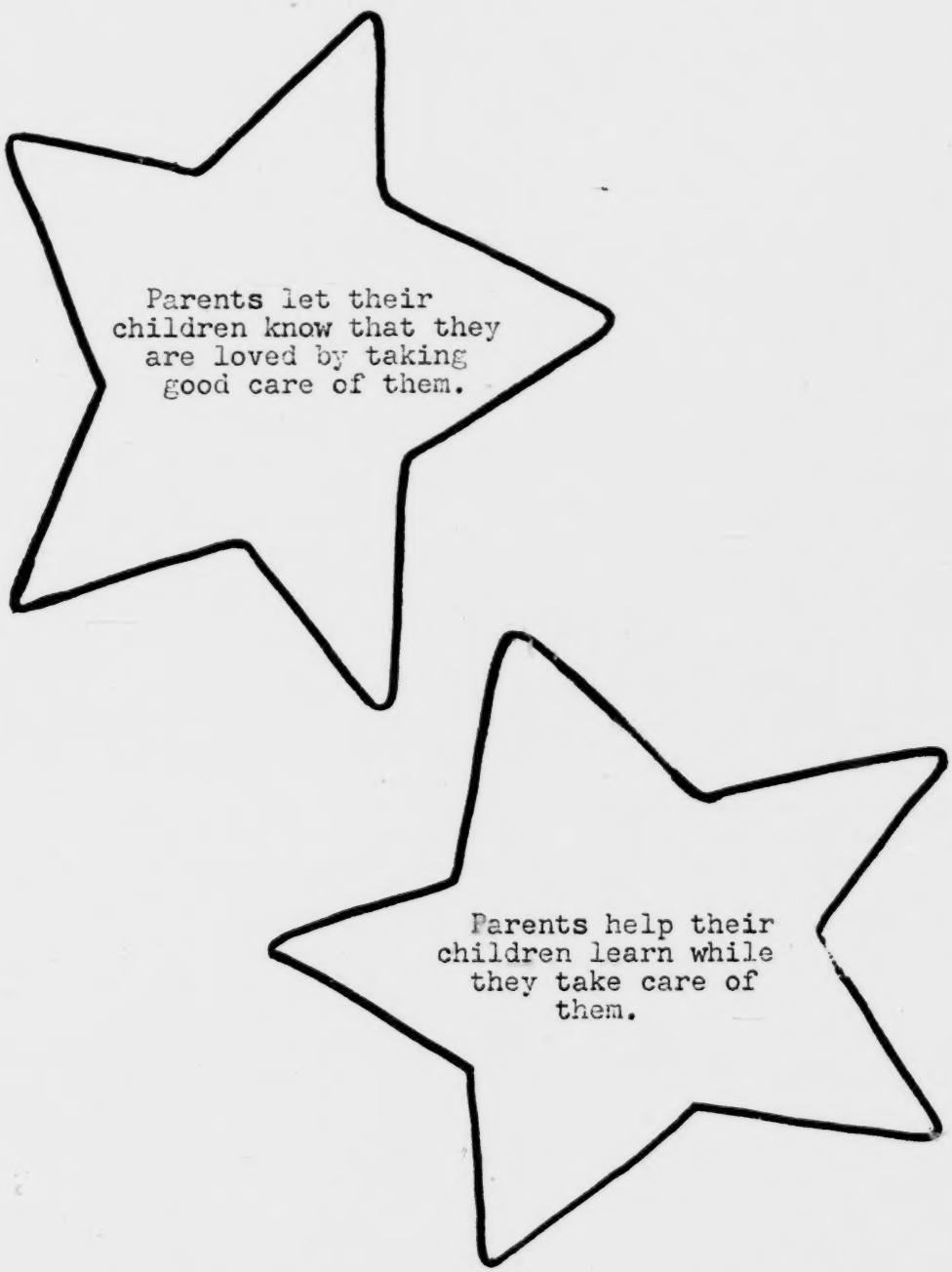
-you are in the bathtub and can't get to him right away

-you want to help him sleep through the night

<u>but not because you are afraid you will spoil him</u>.

* * * *

Your Child is LEARNING ALL THE TIME


Parents let their children know that they are loved by taking good care of them.
Parents help their children learn while they take care of them.

WHEN YOU

Cuddle him

Talk to him

And introduce him to new
people and things around him

YOU ARE

Showing him that he is a
special human being

And that HE IS LOVED.

WHEN YOU

Change him

Feed him

Bathe him

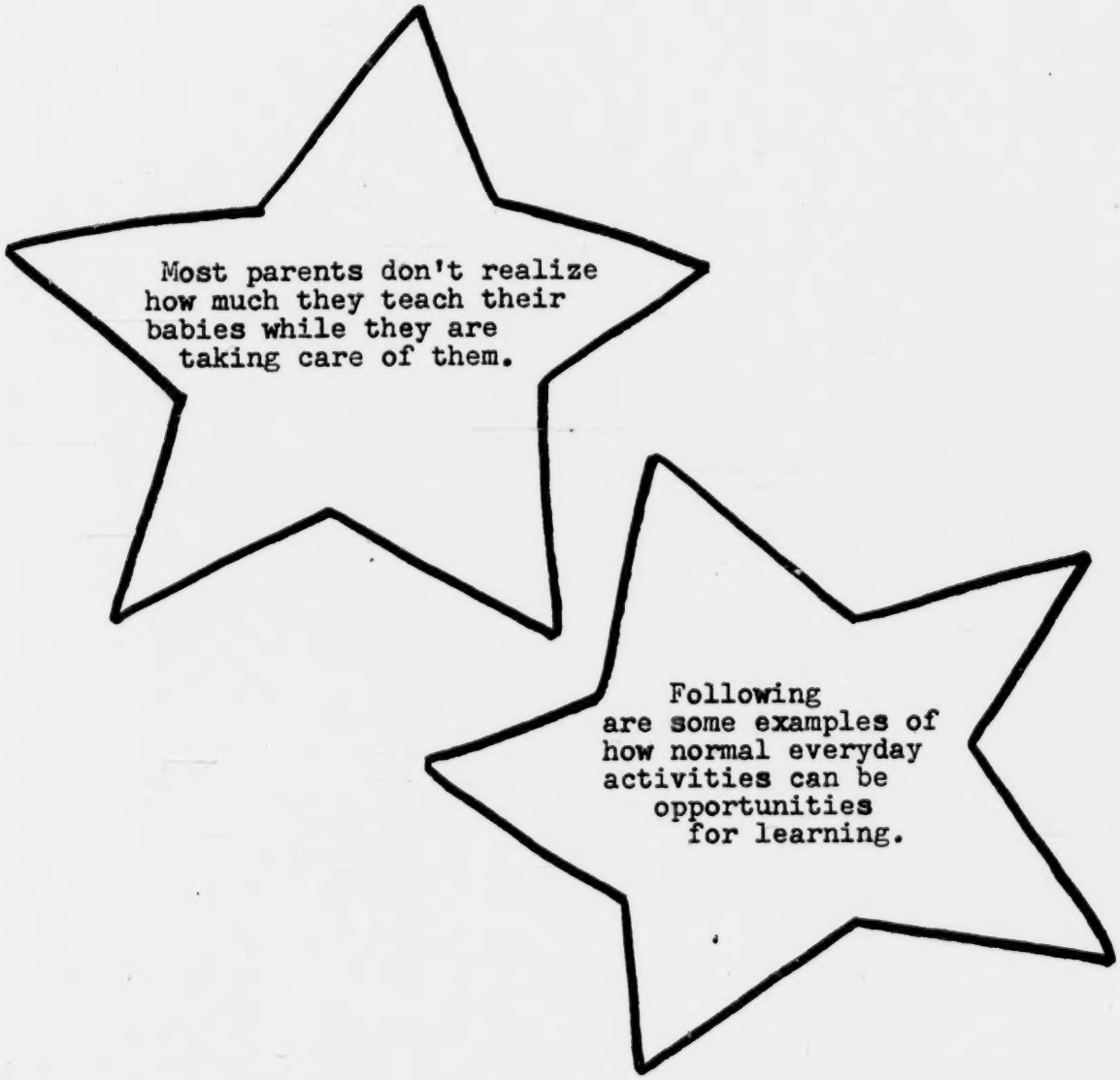
Keep him warm and
comfortable

Help him get exercise

YOU ARE

Showing him that he can
<u>trust</u> you to meet his needs

PARENTS HELP BABIES LEARN while they take care of them


Most parents don't realize how much they teach their babies while they are taking care of them.
Following are some examples of how normal everyday activities can be opportunities for learning.

WEEK 4 DAY 1

DATE_____

FEEDING

Feed your baby the way you usually do. Talk to him or sing to him while he is drinking his milk.

RESPONSE

Keep track of the number of times the person feeding the baby does the following things. Mark a line by the activity each time it is done.

-talking about the baby's body: naming hand, toes, etc.

-asking or talking about the baby's feelings

- using the baby's name

-talking about where the baby's body is in relation to space: "Here, lay your head back and get comfortable."

Did the baby enjoy feeding time?_____ Why?

Did the person feeding the baby enjoy doing it?_____ Why?

What do you think the baby learned? What could the baby learn from having this experience a lot?

WEEK 4 DAY 2

DATE_____

BATHING

Give your baby a bath the way you usually do with soap and water. While you bathe him, talk to him about what he sees, hears, touches, and smells. Take his hand and splash it in the water.

RESPONSE

Keep track of the number of times the person bathing the baby does the following things. Mark a line by the activity each time it is done.

-talking about the baby's body: naming hand, toes, etc.

-asking or talking about the baby's feelings: "This feels good, doesn't it?"

-using the baby's name

-talking about where the baby's body is in relation to space: "We're going to pick you up now. Here, let's put your foot down."

Did the baby enjoy the bath?_____ Why?

Did the person giving the bath enjoy doing it?_____ Why?

What do you think the baby learned? What could the baby learn from having this experience a lot?

WEEK 4 DAY 2

DATE_____

DIAPERING

Change your baby's diapers the way you usually do. While you change him, talk to him about how he feels and what you are doing.

RESPONSE

Keep track of the number of times the person changing the baby does the following things. Mark a line by the activity each time it is done.

-talking about the baby's body

-asking or talking about the baby's feelings

-using the baby's name

-talking about where the baby's body is in relation to space: "Now, let's turn over, honey."

Did the baby enjoy being changed?_____ Why?

Did the person changing the baby seem to enjoy doing it?

_____ Why?

What do you think the baby learned? What could the baby learn from having this experience a lot?

Week 5 Day 1

Date _____

Your Child LEARNS by having a ROUTINE or pattern on his day

Now that your baby is more regular with his sleeping and eating habits, you can take the activities in the column and write in when you usually do these with baby. Of course, you may do more than one thing at a time, and they might change from day to day. Write in any things which you do that are missing from this list.

	TIME	SCHEDULE
Breakfast		
Supper		
Lunch		
Play with brothers and sisters	5-7 a.m.	
Play with daddy	7-9 a.m.	
Play with grandparents or neighbors	9-11 a.m.	
Walks outdoors	11-1 a.m.	
Play on the floor		
Play in the crib	1-3 p.m.	
Morning nap		
Afternoon nap	3-5 p.m.	
Rocking and cuddling		
Bathing	5-7 p.m.	
Activities from program handbook	7-9 p.m.	
Other activities		

REMEMBER

-Babies need a variety of experiences each day, but they also need a familiar pattern or routine each day. Too many different activities and people in one day may cause the baby to be tense or "jumpy."

-Each baby is different in how he responds to new activities and situations. Mothers can usually tell when a baby has had too much excitement.

-You can watch and listen for your baby's signal that he needs a rest or a change of activity.

You can make it EASIER for your child TO LEARN

It is easier for your baby to understand when only one thing is happening at a time.
When it is quiet he can hear and see what you want him to hear and see.

THIS!

Your baby can SEE and HEAR what YOU WANT HIM to SEE and HEAR.

NOT THIS!

This will only CONFUSE your baby. He will not be able to HEAR and SEE what YOU WANT HIM to HEAR and SEE.

Week 5 Day 1

Date _____

Purpose: We want to see how baby responds to lots of things going on at a time.

Activity: Turn on the radio for a few minutes and watch baby's reaction.

Response: _____

_____

Activity: Turn on the television for a few minutes and watch what baby does.

Response: _____

_____

Activity: Talk with the baby and watch what he does.

Response: _____

_____

Activity: Now, turn on the radio and the television at the same time. Sit the baby near the television and try to talk to him.

Describe what happens _____

_____

_____

Do you think baby was able to pay attention to what you said?

Do You Know?

Which of the following statements do you think are true? Which do you think are false? Please mark them T or F.

_____1. Babies need food to survive.

_____2. Babies need to be changed to keep from getting a rash.

_____3. Babies need to be kept warm and comfortable to keep from getting sick.

_____4. Babies need "stimulation" to be healthy, happy babies.

_____5. Babies need a variety of things to look at to keep from getting bored.

_____6. Babies cry when they are bored just like they cry when they are hungry.

If you marked True to every single question, you understand many of baby's needs.

If you marked questions 4, 5, and 6 False, you are in good company. For a long time, most people thought that babies should be kept quiet and surrounded by pale colors. Researchers are just now finding out that babies need to be stimulated or they will get fretful and unhappy.

Psychologists never dreamed babies could LEARN SO MUCH at such an early age!

If the environment provides experiences which babies can see, hear, smell, taste and feel, they can begin to understand their world.

The first section of this book is about these

DISTINCTIVE EXPERIENCES

These experiences are distinctive because your child REMEMBERS them as being special.

Your Child Learns From DISTINCTIVE VISUAL (Seeing) EXPERIENCES

Here are some interesting NEW FACTS about babies.

- Babies as young as one month show preferences for certain colors!

- Babies can tell the difference between striped and solid colors!

- Babies will stop moving their bodies and stare if you give them a different pattern to look at!

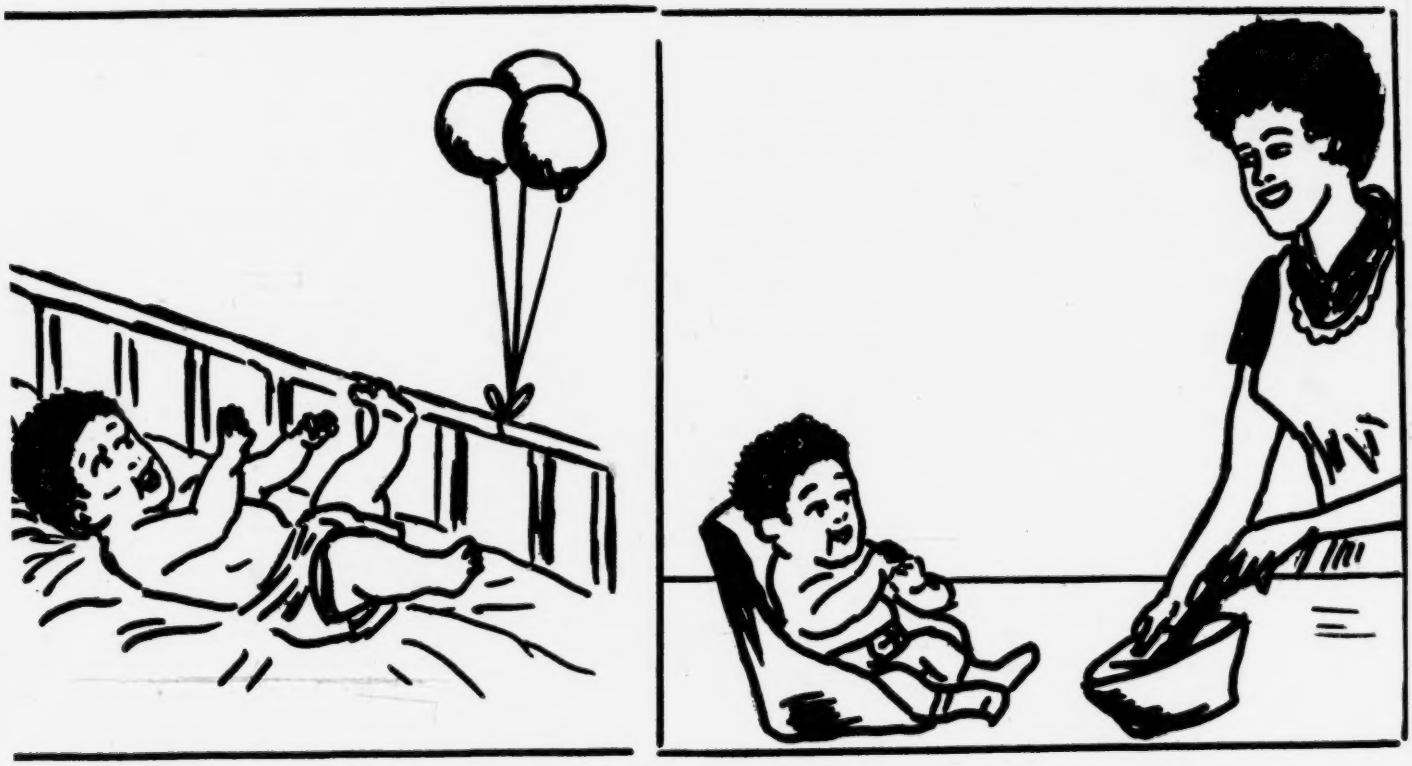
- Babies like to watch movement like curtains, leaves, and especially people!

- Babies prefer looking at human faces, probably because they are shiny and move more than pictures or patterns!

- Babies who have things in their cribs to look at and reach for will develop reaching sooner!

- Babies get bored when they see the same things over and over again!

YOU Can Provide Distinctive VISUAL EXPERIENCES Like These



Talk to your baby, tell him the names of what he sees.

Week 6 Day 1

Date_____

Purpose: We want to see how your baby feels about a distinctive VISUAL (seeing) experience.

Activity: Collect old magazines and cut out colored pictures. Place these pictures in your child's bed within 12 inches of his eyes.

How did your baby RESPOND? Circle the response that describes what your baby did.

Facial Expression	Bodily Movement	Verbal Sound	Emotion
opens eyes	kicks legs	moves tongue slightly	happy
opens mouth	waves arms	clicks or sucks	curious
smiles	moves hands	opens mouth (trying to make sound)	afraid
laughs	puts objects in mouth	coos	wondering
squints	tenses body	grunts	cautious
stares	no movement	cries	likes activity
		no movement of mouth	falls asleep
		no sound	

How do you think your baby felt about the activity?

Week 6 Day 1 Date _____

All homes are filled with a variety of VISUAL MATERIALS. Which of these things will your child be seeing?

INSIDE

Appliances
Artificial fruits
Books
Bedspread
Broom
Cabinets-open and close
Candle
Cans
Clock
Curtains
Dress
Earrings
Fabric
People in family
Groceries
Furniture
Measuring cups, spoons
Lights
Radio
Magazines
Mirror
Pets
Pictures on wall
Scarf
Statues
Telephone
Television
Toys
Wall Design
Window
Wrapping paper
Yarn
Other _____
_____

OUTSIDE

Grass, plants
Grocery Store
Rain
Trucks, cars, buses
Trees
Zoo-train, birds, animals
Other _____
_____

Week 6 Day 2

Date_____

Purpose: We want to see how your baby feels about a distinctive VISUAL experience.

Activity: Make a mobile with your family educator or buy one at the store. It should have brightly colored objects hanging from it which can move when they are touched. Hang it over baby's bed.

How did your baby RESPOND? Circle the response that describes what your baby did.

Facial Expression	Bodily Movement	Verbal Sound	Emotion
opens eyes	kicks legs	moves tongue slightly	happy
opens mouth	waves arms	clicks or sucks	curious
smiles	moves hands	opens mouth (trying to make sound)	afraid
laughs	puts objects in mouth	coos	wondering
squints	tenses body	grunts	cautious
stares	no movement	cries	likes activity
	moves body to make mobile move	no movement of mouth	falls asleep
		no sound	

How do you think your baby felt about the activity?

Here are some extra VISUAL EXPERIENCES for your baby.

1. Place a scarf in baby's bed about 12 inches from his face.

2. Select an object, _____ , place in his crib 12 inches from his face.

3. Place a mobile over his bed.

4. Place your child on your shoulder and carry him where you go.

5. Take child outside and sit with him near a tree where he can see the branches and leaves move.

6. Place your child in his infant seat in the kitchen so he can watch you work.

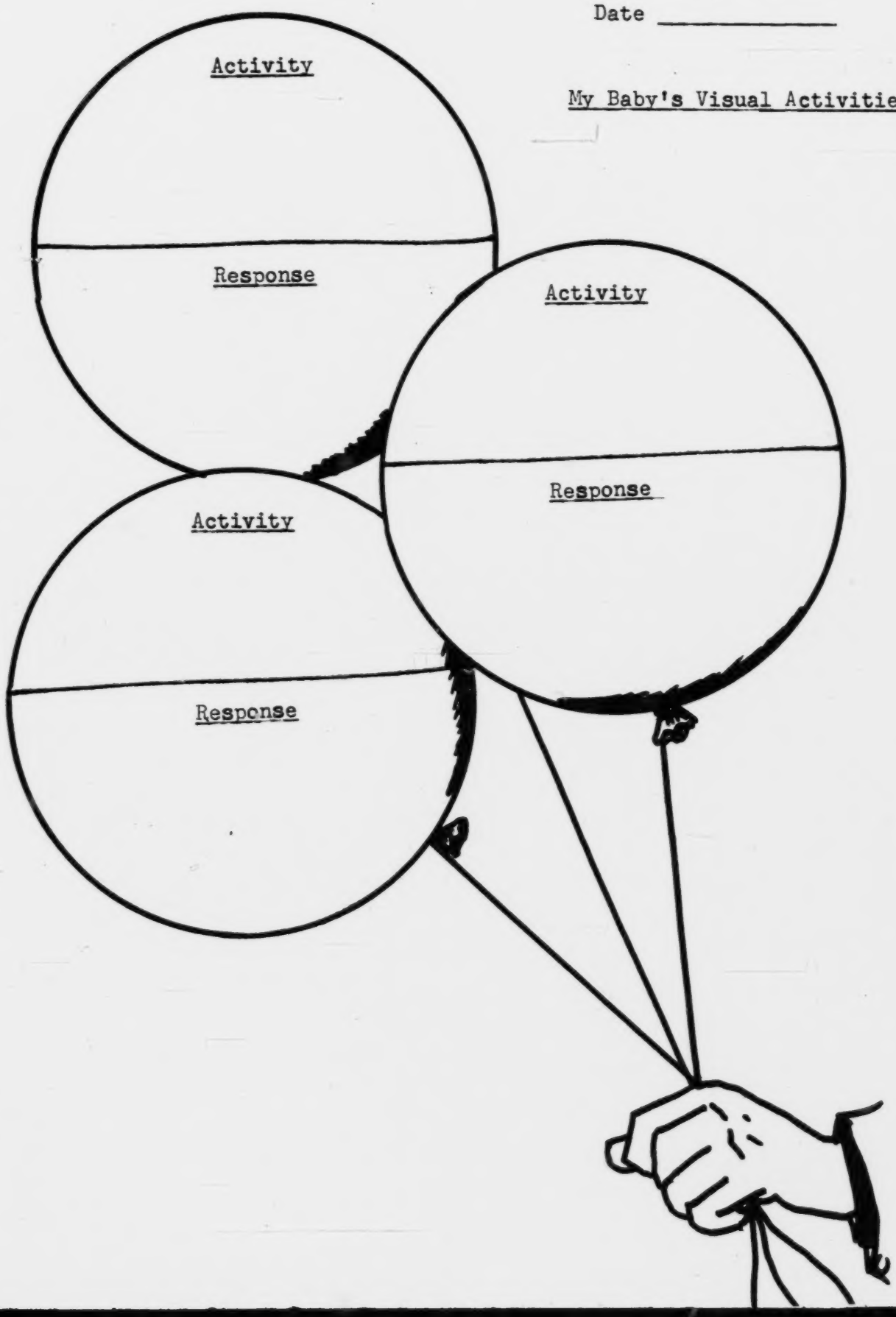
7. Take your child on a trip to the store.

8. Place your child in his infant seat near children playing.

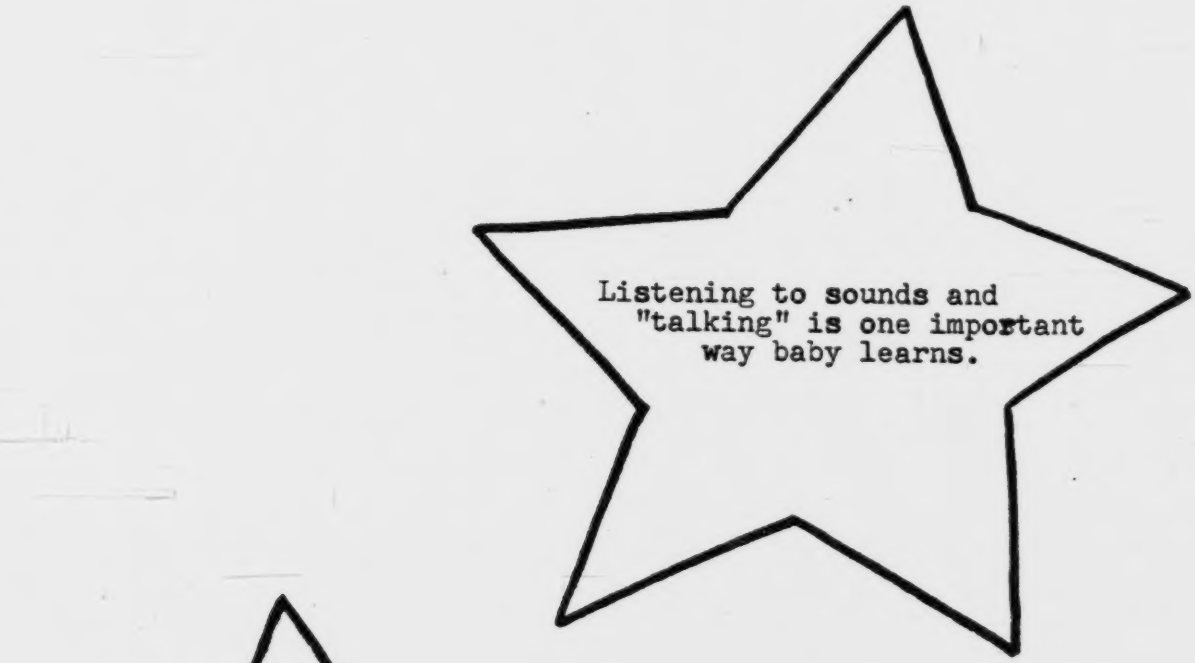
Week 6

Date _____

My Baby's Visual Activities



Your child learns from DISTINCTIVE AUDITORY (hearing) EXPERIENCES



READ	UP	AND	DOWN	AND	YOU	WIL	SEE
I	NEED	THINGS	TO	HEAR	AS	WELL	AA SEE

YOU Can Provide Distinctive AUDITORY EXPERIENCES Like These

Soft Sounds	Loud Sounds
whispering	telephone ringing
singing	door slamming
water running	television
fans running	clanging pots and pans
music box	

Baby learns to identify different sounds when he knows where the sound comes from. Mommy can say, "Oh, that's the telephone."

Thanks Mom - For Things to Hear

What can I hear when I really try?
What tiny and large sounds go passing by?

I can tell you now what sounds I hear
But they're not all intended for me, I fear.

I hear the t.v. going; I think it's "The Edge of Night,"
And children yelling, left and right.

I hear the telephone and a louder "Whammie bam,"
And sometimes words that rhyme with "Sam."

But I guess I have to be perfectly frank,
Sometimes I hear so much I can hardly think.

M.D.R.

Week 7 Day 1

Date_____

Purpose: We want to see how your baby feels about an AUDITORY (hearing) experience.

Activity: You will need a bell of some kind. Let your baby see the bell. Ring it about 24 inches from his head. Point to the bell and say, "Hear the bell ring," etc.

How did your baby RESPOND? Circle the response that describes what your baby did.

Facial Expression	Bodily Movement	Verbal Sound	Emotion
opens eyes	kicks legs	listens	happy
opens mouth	waves arms	moves tongue slightly	curious
smiles	moves hands	clicks or sucks	very interested
laughs	puts objects in mouth	opens mouth (trying to make sound)	afraid
squints	tenses body	coos	wondering
stares	no movement	grunts	cautious
		cries	likes activity
		no movement of mouth	falls asleep
		no sound	

How do you think your baby felt about the activity?

Week 7 Day 1

Date _____

All homes are filled with a variety of SOUNDS. Which of these things will your baby be hearing?

Alarm clock	Airplane
Banging of pots	Ringing of telephone
Blowing of horn-truck or bus	Breaking glass
Children playing	Church bell ringing
Crying	Curtains moving
Dropping of heavy items-dishes	Food frying in a skillet
Air conditioner, fan	Deep voices
Hands clapping	His name being called
Lawn mower	Loud voices
Musical Box	Building noises-driving piles
Piano	Radio
Record player	Screaming
Slamming of Door	Singing
Silverware clinking	Toilets flushing
Tin can drum	Turning pages of magazine
Television	Turning pages of newspaper
Walking	Water running
Others _____	_____
_____	_____
_____	_____

Week 7 Day 2

Date_____

Purpose: We want to see how your baby feels about an AUDITORY experience.

Activity: Make the room as quiet as possible. Turn the radio on softly. Turn it up if you need to. Leave it on for a while. Repeat later on.

How did your baby RESPOND? Circle the response that describes what your baby did.

Facial Expressions	Bodily Movement	Verbal Sound	Emotion
opens eyes	kicks legs	listens	happy
opens mouth	waves arms	moves tongue slightly	curious
smiles	moves hands	clicks or sucks	excited
frowns	tenses body	opens mouth (trying to make sound)	afraid
laughs	no movement	coos	wondering
squints		grunts	likes music or voices
stares		cries	falls asleep
		no movement of mouth	
		no sound	

How do you think your baby felt about the activity?

Here Are Some Extra AUDITORY ACTIVITIES Which You Can Do With Baby.

1. Shake a rattle or set of keys beside the baby's head. Move them from one side to the other and see if baby will turn his head to the sound.

2. Let your baby listen to a record playing. Turn up the volume and then turn it down. Your baby can begin to hear differences.

3. Put your baby on a table; take a pot and a pan and a spoon; bang the spoon on the pot or the pan or the table or all three. See if baby listens to the differences in the various sounds.

4. Let your baby see the telephone when it is ringing.

5. Turn on the television and let your baby listen to the various sounds and see the television while it is making the sounds.

6. Bring baby over to the sink while you are washing the dishes and let him listen to the water running, the dishes clanking, and the forks and knives rattling.

7. Take your baby to the door to look at the door bell when it rings or to watch somebody knocking at the door.

8. Let baby watch you running water in the tub for a bath. He can learn the different sounds if you take him to watch his brothers and sisters splashing in the tub.

9. Let the baby listen to someone on the telephone.

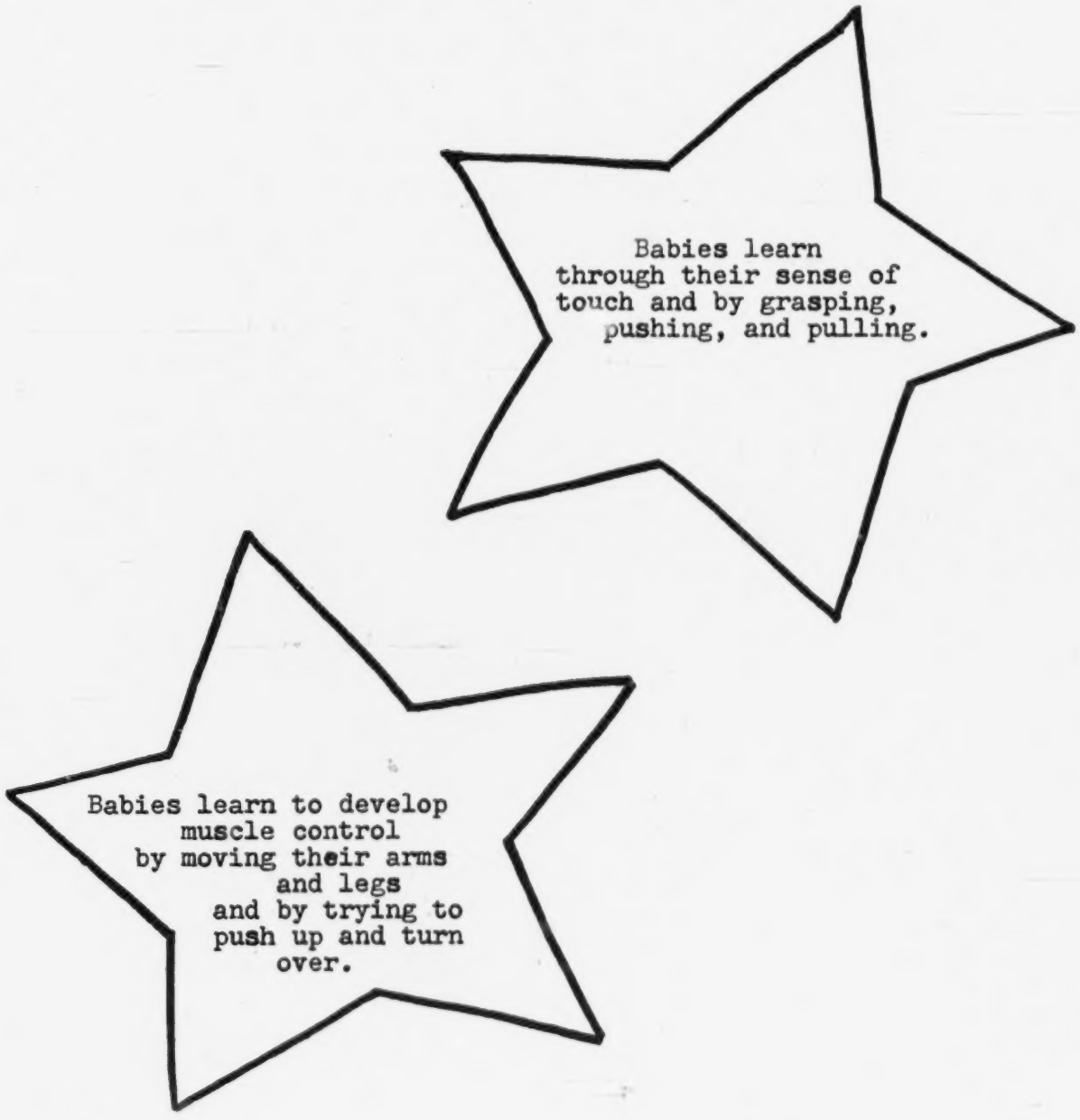
10. Turn the radio on and change the stations so that your baby can listen to various kinds of music and sounds that are produced. (Turn it from loud to soft for an additional experience.)

Week 7 Date _____

Did Your Child Have Any of These AUDITORY EXPERIENCES Today?

Write your child's response beside the picture.

Your child learns from DISTINCTIVE MUSCULAR (touching) EXPERIENCES


Babies learn through their sense of touch and by grasping, pushing, and pulling.
Babies learn to develop muscle control by moving their arms and legs and by trying to push up and turn over.

YOU CAN

turn baby over gently

touch his hands together

hold his feet up when he is lying down

rub his body

put colorful objects in front of him so he will try to reach

carry him from place-to-place

YOU CAN

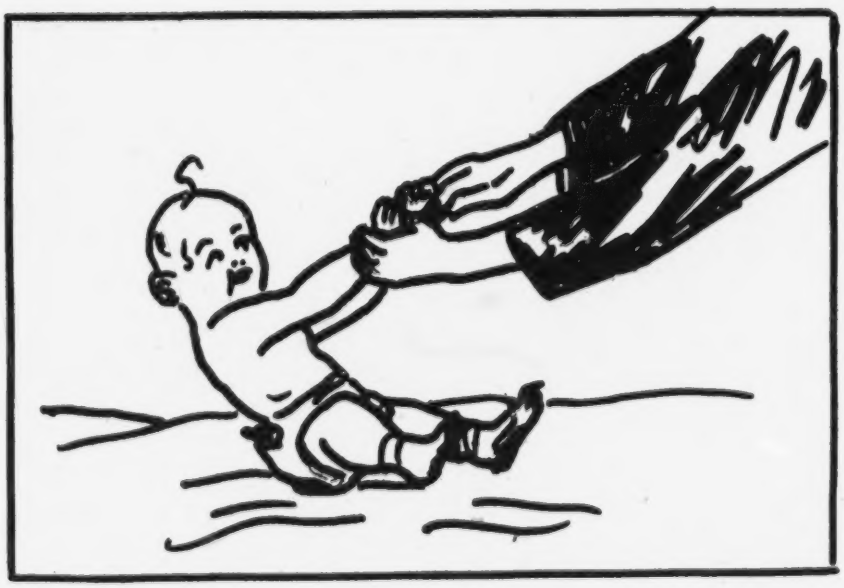
talk to him about where his body parts are

YOU CAN

give him distinctive muscular experiences

YOU CAN

help him sleep better and eat better by giving him exercise



Thanks Mom - For Distinctive Muscular Experience

I get so tired, just lying in the bed;
Although, I really can raise my head (a little).

I wave my arms and legs about,
But I really like to get up and out.

Besides I learn so very much
Through fingering, grasping, and trying to touch.

I am beginning to understand what I see.
Those moving things out there are hooked to me.

That's my hand! Man, I'm pretty smart.
I already have a sense of my body parts.

M.D.R.

Week 8 Day 1

Date_____

Purpose: We want to see how your baby feels about a distinctive MUSCLE experience.

Activity: Lay baby on his back. Raise his legs and slowly rotate like riding a bicycle. Sing or talk. "Daisy, Daisy" is a good song to sing.

How did your baby RESPOND? Circle the response that describes what your baby did.

Facial Expression	Bodily Movement	Verbal Sound	Emotion
opens eyes	kicks legs	moves tongue slightly	happy
opens mouth	waves arms	clicks or sucks	curious
smiles	moves hands	opens mouth (trying to make sounds)	afraid
squints	tenses body	coos	wondering
stares or watches	relaxes body	grunts	cautious
	no movement	cries	likes activity
		no movement of mouth	falls asleep
		no sound	

How do you think your baby felt about the activity?

Week 8 Day 2

Date_____

Purpose: We want to see how your baby feels about a distinctive MUSCLE experience.

Activity: Place baby in his infant seat. Gently lift his left foot and touch it to his hand in front of him. Do same with his right foot and left hand--then hand to nose. Chant: "foot and hand, hand and foot, foot and hand, and hand to nose."

How did your baby RESPOND? Circle the response that describes what your baby did.

Facial Expression	Bodily Movement	Verbal Sound	Emotion
opens eyes	kicks legs	listens to chant	happy
opens mouth	waves arms	moves tongue slightly	curious
smiles	moves hands	clicks or sucks	afraid
laughs	relaxes body	opens mouth (trying to make sound)	wondering
squints	tenses body	coos	cautious
stares	no movement	grunts	likes activity
		cries	falls asleep
		no movement of mouth	
		no sound	

How do you think your baby felt about this activity?

Here Are Some Other Ideas You Might Try for MUSCLE STIMULATION

1. Grasp child by his fingers, and pull him gently forward. Let him settle back in his infant seat or on the bed. You can gradually increase the amount you pull him.

2. Clap child's hands, using different rhythms.

3. Raise child to standing position; allow him to support his weight on his legs briefly.

4. Place an interesting crib toy over the baby's bed for him to swipe at, either a mobile or a toy on a rod or a crib gym.

5. Move colorful objects from one side of baby's head to the other so he can turn his head to follow objects.

6. Keep safe objects or toys on edge of changing table, to encourage reaching and touching.

7. Place baby in a roll over position on his side; help him so he can get the feel of turning his body. (Always turn baby gradually, by rolling him over instead of lifting him up and turning him. This will give him the sensation of turning against the mattress so that he will have a better "feel" for how to accomplish turning over.)

8. Allow your child to cry for a brief period of time. Crying is an exercise which involves his arms, his legs, his lungs and throat. Crying is an exercise you seldom have to plan for your baby. He will get enough all by himself as he tries to let you know what he needs.

9. Lay baby on a towel as you dry him after his bath. If it is warm enough, let him lie and kick freely for a few minutes before you dress him.

Muscle Stimulation (Continued)

10. Let your baby suck on his hand or fingers. Finding his mouth with his hand is one of the first successful muscular experiences he will have. If you do not want him to suck his fingers and are using a pacifier, instead of plunging the pacifier into his mouth, place it in his hand, and then guide his hand to his mouth so he will get the same kind of practice finding his mouth he would get if he were sucking his finger.

11. Raise your baby's hands over his head when he is lying down or in his infant seat. Sing to this as you raise his arms. Some mothers like to use "Swing Low, Sweet Chariot" for this game, or make up your own rhymes.

12. Sometimes it is just very nice to get outside for fresh air--for both you and your baby. Take him on a short walk. If you have a little swing, fasten his infant seat inside the swing, and let him swing outside on the porch.

13. On rainy days, dance around the room with your baby on your hip, just as you would anyway. He will feel the rhythm of his body moving with yours. Use fast music as well as slow.

My Baby's MUSCLE Activities

Week 8

Date _____

Activity

Response

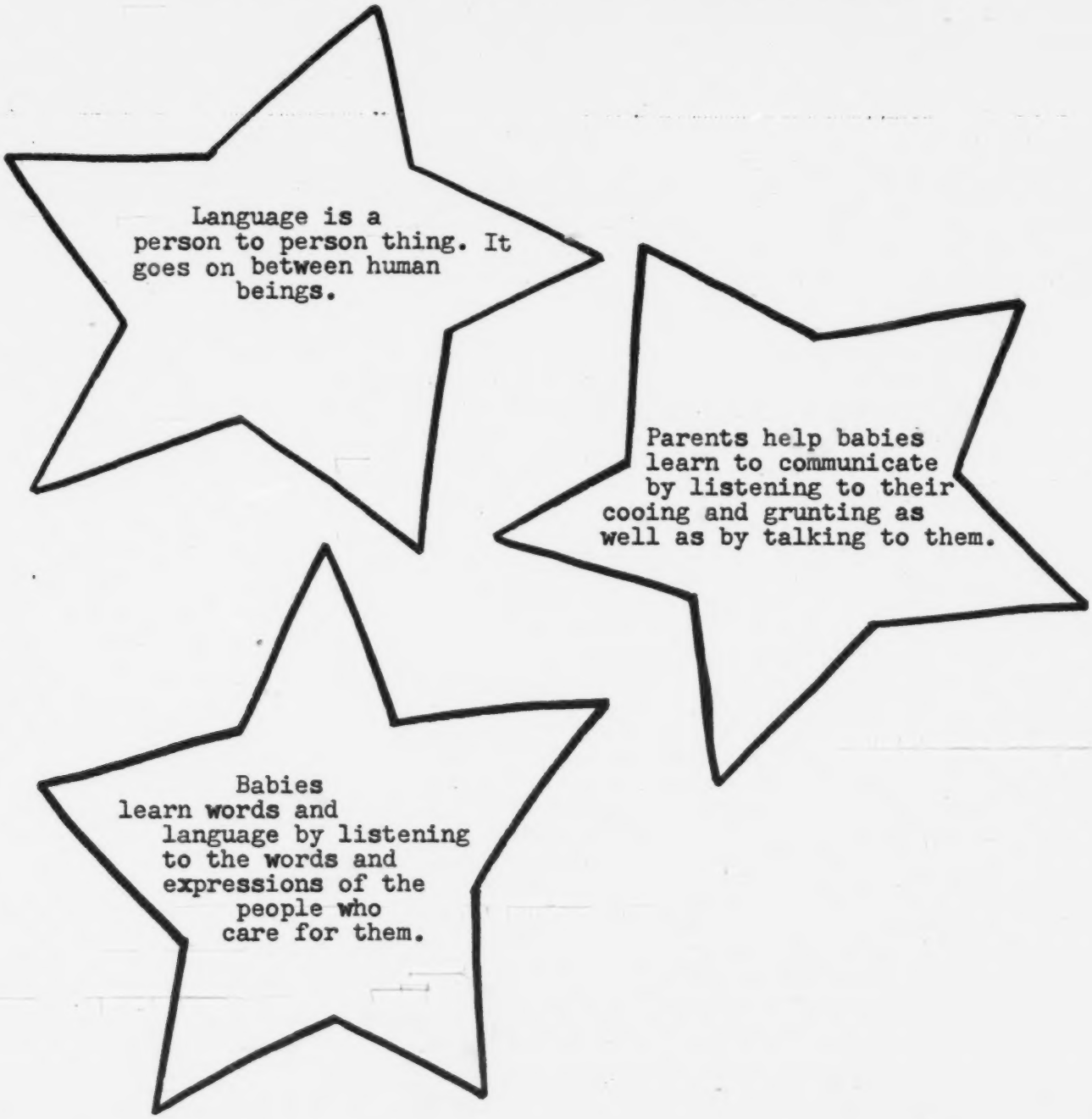
Activity

Response

Activity

Response

Your child learns from DISTINCTIVE LANGUAGE EXPERIENCES


Language is a person to person thing. It goes on between human beings.
Parents help babies learn to communicate by listening to their cooing and grunting as well as by talking to them.
Babies learn words and language by listening to the words and expressions of the people who care for them.

THIS!

"See, Mommie is fixing your bottle."

Baby hears refrig door close; hears milk pouring; hears Mommie say "bottle"; sees door close; sees milk pouring; and sees bottle. This is the beginning of mental associations necessary for language!

NOT THIS!

"Lucy, go get the baby a bottle and see if that will shut him up."

You Gotta Talk to Me, Baby!

If I sometimes look confused, I am confused enough.
This thing of learning language is complicated stuff.

It's not just the words that you want me to know.
It's some sort of superior intelligence you want me to show.

Well, I'm interested in learning how to figure things out...
What causes what and how to speak without doubt.

But I have to look and study and turn it over in my mind...
And hear it repeated a million and one times.

I have to touch it with my hands and see it with my eyes
And when I finally get it all together, you're in for a surprise!

M.D.R.

Week 9 Day 1

Date_____

Purpose: We want to see how your baby feels about a distinctive LANGUAGE experience.

Activity: Hold baby on lap with face close to yours. Make "ah" sounds. Wait for baby to respond. Move your tongue back and forth across your lips. Pause, then repeat.

How did your baby RESPOND? Circle the response that describes what your baby did.

Facial Expression	Bodily Movement	Verbal Sound	Emotion
opens eyes	kicks legs	listens	happy
opens mouth	waves arms	moves tongue slightly	curious
smiles	moves hands	clicks or sucks	tries to "talk"
laughs	puts objects in mouth	opens mouth (trying to make sounds)	wondering
squints	tenses body	tenses his tongue and lips	cautious
stares or watches	no movement	cries	likes activity
		no movement of mouth	falls asleep
		no sound	

How do you think your baby felt about this activity?

Week 9 Day 1

Date _____

PEOPLE are the MOST IMPORTANT thing in encouraging LANGUAGE DEVELOPMENT

Who are the people that your baby sees and talks to often? Circle your answers.

Father or father figure	Grandfather
Grandmother	Aunts
Uncles	Brothers
Sisters	Cousins

Neighbors:

Grownups	Children
_____	_____
_____	_____
_____	_____

People at Church:

Grownups	Children
_____	_____
_____	_____

What other places do you see the same people regularly?

_____

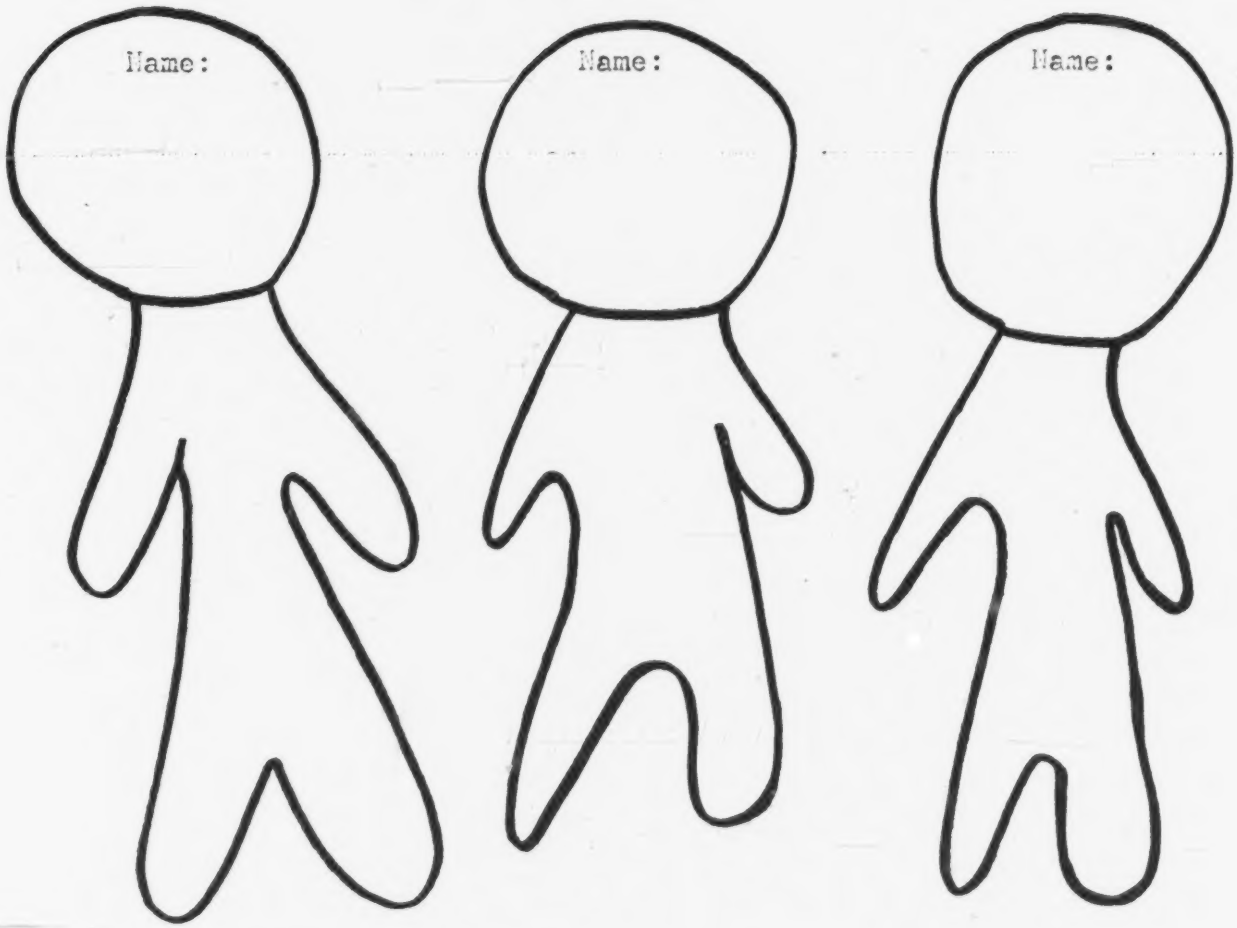
_____

Choose three persons that you think play with your baby the best. Write their names on the next page and tell how the baby reacts when they play or talk with him.

Week 9 Day 1

Date

People Who Talk To My Baby



Response: Response: Response:

Week 9 Day 2

Date_____

Purpose: We want to see how your baby feels about a distinctive LANGUAGE experience.

Activity: Hold baby close to you where he can see your mouth and face. Talk to him using his name. "I see Louis. I see Louis's eyes," etc. Stop talking and turn your face to one side. Pause for a few seconds. Repeat.

How did your baby RESPOND? Circle the response that describes what your baby did.

Facial Expression	Bodily Movement	Verbal Sound	Emotion
opens eyes	kicks legs	moves tongue silently	happy
opens mouth	waves arms	clicks or sucks	curious
smiles	moves hands	opens mouth (trying to make sound)	very interested
laughs	moves body to try to make you keep talking	coos	afraid
squints	tenses body	grunts	wondering
stares	no movement	cries	likes activity
		no movement of mouth	falls asleep
		no sound	

How do you think your baby felt about the activity?

Occasions and Events to Encourage LANGUAGE DEVELOPMENT

1. Relaxed talking and playing during

   feeding
   bathing
   changing.....anytime

2. Playing games and nursery rhymes such as patti-cake

3. Rocking and singing songs

4. Using special phrases regularly to greet child in the morning or after nap, such as "hi, sweetheart," or "How's momma's girl today?"

5. Using words to describe what you do with baby, such as "Do you want up? Momma is picking you up."

6. Using your child's name regularly

7. Letting the child see sights and sounds so he can learn to tell which sound goes with what...learning to tell sounds apart is one of the first steps in learning to tell words apart.

Week 9

Date _____

When My Baby Talks

Activity:

Response:

Activity:

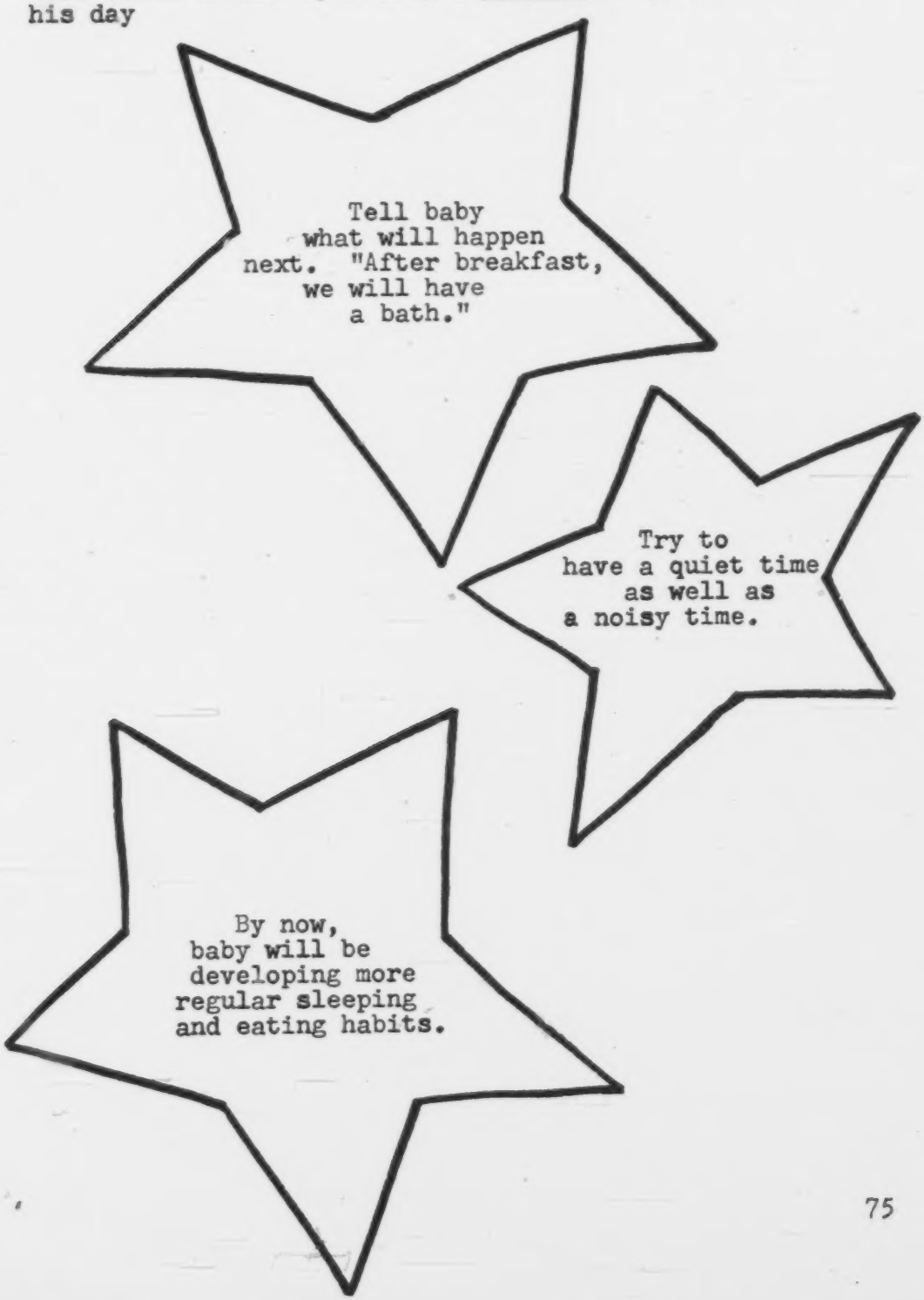
Response:

Activity:

Response:

"Now let's see, is it the refrigerator (frig for short) or is it ice box? She said she was going to put the eggs in the frig, but she took them out of the ice box... but I think she took them out of the same thing she put them in. Man, I am confused!"

Your child learns by having a ROUTINE or pattern of his day


Tell baby what will happen next. "After breakfast, we will have a bath."
Try to have a quiet time as well as a noisy time.
By now, baby will be developing more regular sleeping and eating habits.

Your child learns by having a ROUTINE or pattern of his day

All parents have their own schedule. For example, some babies are bathed in the mornings; some in the afternoons; others are bathed twice a day; or every other day. Every mother and child works out something that is best for them. considering what else she has to do; how much help she has from relatives and neighbors; and what the child likes.

This familiar way of doing things makes the baby feel comfortable and relaxed. It also helps him learn what comes after what. Learning to expect things that come later is important to a child's mental development.

Week 10 Day 1 Date

A regular ROUTINE to his day helps baby LEARN TO EXPECT certain things to happen

TIME	DAILY SCHEDULE
5-7 a.m.	
7-9 a.m.	
9-11 a.m.	
11-1 a.m.	
1-3 p.m.	
3-5 p.m.	
5-7 p.m.	
7-9 p.m.	

Write in what you usually do with baby.

THIS IS A PUZZLE!

Fill out the spaces on the next page. If you get the correct answers, you will solve the secret message.

1. School teachers are the most important people in helping a baby's language development.
   (If true Mark A, If false, Write a Y.)

2. You need to buy lots of toys to make your baby smart.
   (If true B, If false Mark O.)

3. Babies should not be allowed to touch and play with things until they are old enough to know how to use them properly.
   (If true Mark C, If false Mark U.)

4. Babies learn language mostly from being talked to a lot.
   (If true Mark W, If false Mark D.)

5. Babies get into things to be mean, and worry their mothers.
   (If true Mark B, If false Mark I.)

6. Babies want to touch and taste things because this is their only way of learning.
   (If true Mark N, If false Mark E.)

7. Babies can't see very well until they are about two years old.
   (If true Mark F, If false Mark A.)

8. Babies should be kept quiet and not get all excited or they will be nervous.
   (If true Mark G, If false Mark P.)

9. It is alright to have lots of noise going on all the time. The baby will get used to it, and learn to listen to the things he wants to hear.
   (If true Mark H, If false Mark R.)

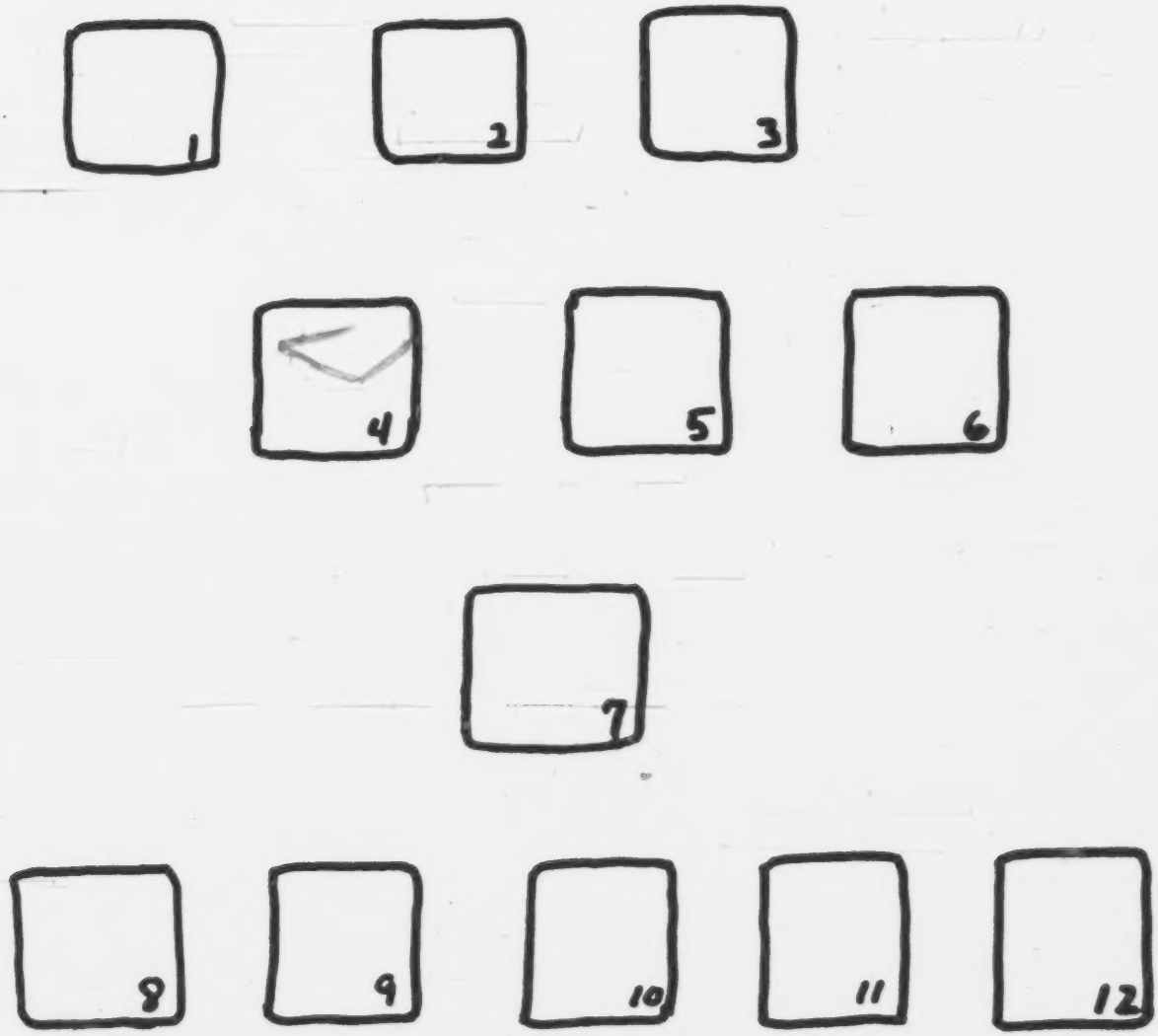
PUZZLE CONTINUED

10. It is all right to "spoil" babies when they are little because little babies need lots of attention. (If true Mark I, If False Mark I.)

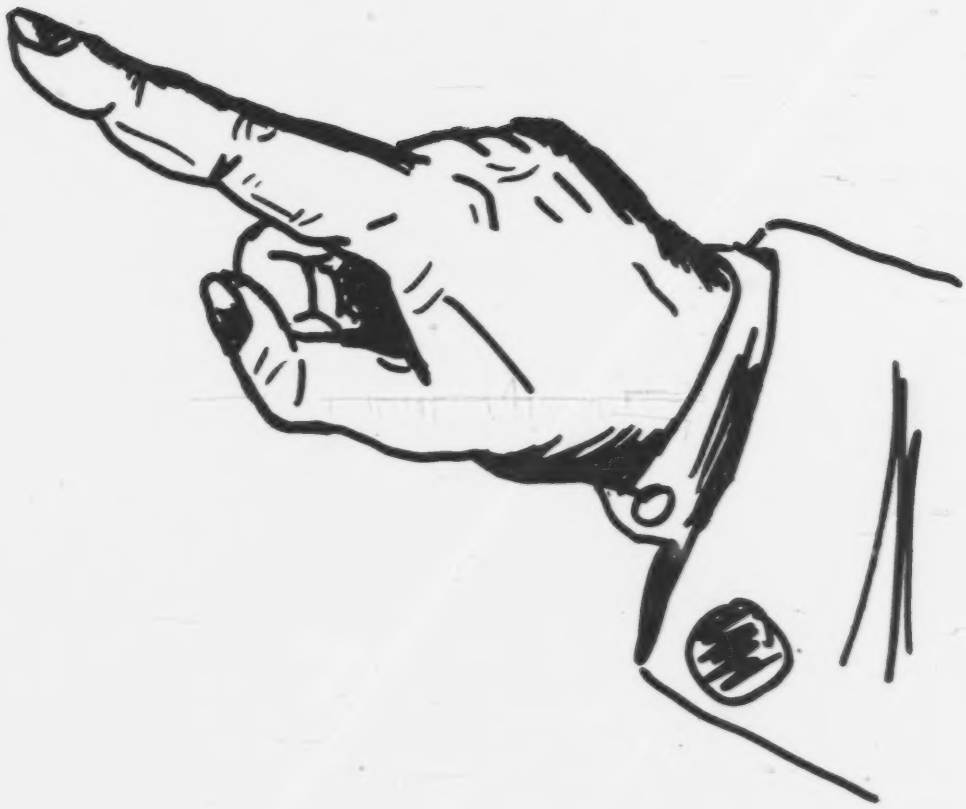
11. Other people in the family should not be allowed to play with the baby because they can't teach him like the mother. (If true Mark J, If False Mark Z.)

12. Babies who are picked up when they cry do not necessarily continue to cry as they get older. (If true Mark E, If False Mark K.)

Solve the Secret Puzzle !!



Y O U



are the MOST IMPORTANT PERSON in helping YOUR BABY LEARN.

YOU HAVE BEEN

teaching your child while you...

change him

feed him

bathe him

play with him

YOU HAVE BEEN

talking with your child

believing in him as a child who is and will be great

understanding that he cries when he needs something

YOU HAVE BEEN

giving him lots of good experiences to help him enjoy learning and doing things

When you do these things you are giving your child the

MAGIC FORMULA!

What is REINFORCEMENT?

If somebody lets us know that they like what we do, we will usually do it again. Babies learn this way too. If baby tries a new thing such as pushing up or exploring a toy and his parents let him know that they like to see him doing this, then the baby will continue to try these things.

When babies do things that parents like, most parents naturally reinforce them by smiling or saying something. Parents also usually let babies know what they don't like by frowning and saying "no, no" or punishing them.

This is one IMPORTANT WAY BABY LEARNS.

People and ESPECIALLY YOU are the most REINFORCING thing to your baby

Your baby learns when you REINFORCE HIS ACTIONS

Parents who observe their baby to see what he is trying to do and then encourage his natural ways of growing help their child to be self-confident.

Babies like to put things in their mouths; they like to hold and drop objects; they like to try to make sounds and words; they like to try to learn to coordinate their muscles by scooting and sitting up.

Parents who REINFORCE these NATURAL RESPONSES will help their child go on to the next level of development.

Here are some things PARENT'S do which are REINFORCING

Picking baby up

Smiling

Talking to baby

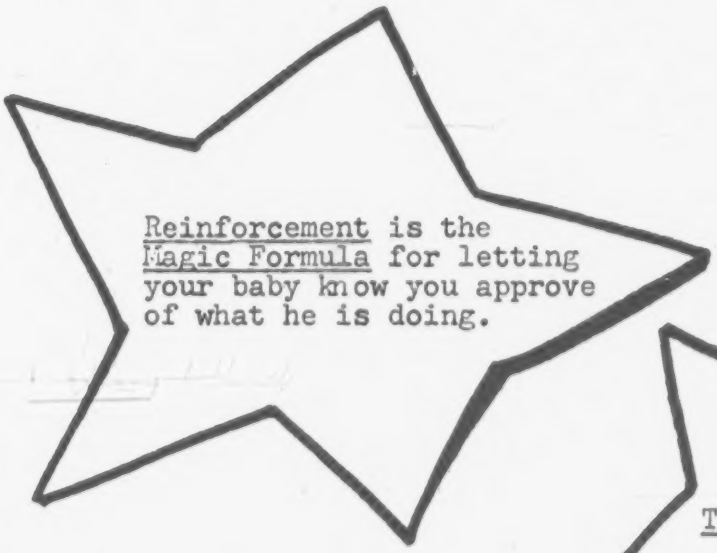
Touching baby

Giving baby what he wants

Doing exercises with baby

Playing with baby

Putting baby in different places in the room or house



Here are some things PARENT'S do which are usually NOT REINFORCING

Ignoring baby

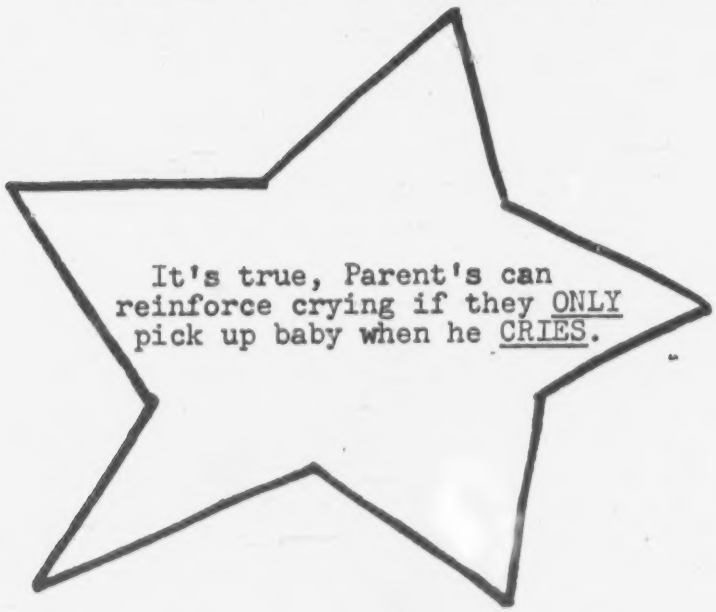
Yelling at baby

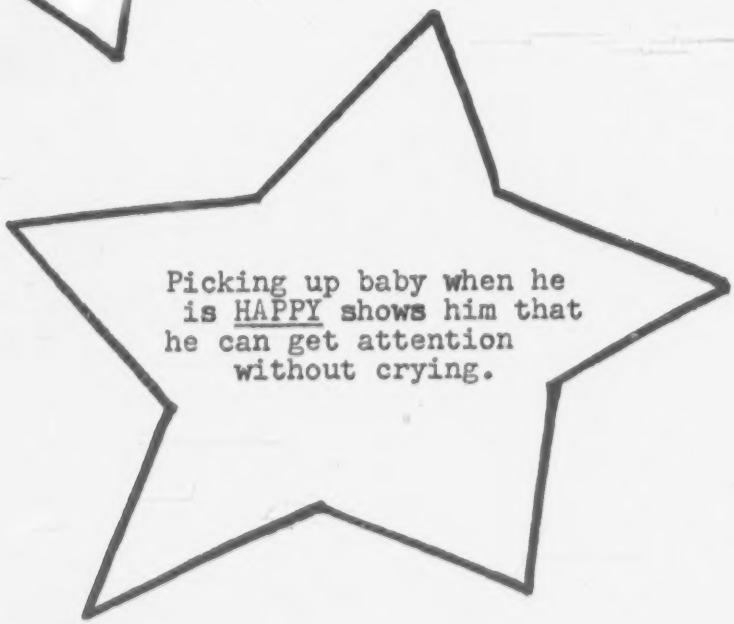
Shaking baby

Slapping baby's hand

Shaming baby

Often PARENTS wonder if PICKING UP BABY REINFORCES CRYING





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DAILY NEWS
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Mr. Dolittle's Advice to Parents

Question: You really made trouble for me. I tried to do what you said and not worry about spoiling. Now, my baby is spoiled. He is 6 months old and cries alot. What am I supposed to do now? Would you like to babysit?

Answer: That's a tough question. He is still young and needs lots of help to express his feelings. Stick with him as much as you can and don't get mad at him. Make sure you go to him and pick him up and play with him when he is not crying so he will learn that he can get attention from you by doing other things besides crying. And remember, it is alright to let him cry for some things. For example, some babies get very tired and the only way they can get off to sleep is by crying to help them relax. You probably have discovered by now if you have a baby who needs to cry himself to sleep.

Anyway, cheer up and don't be discouraged. You are involved with your baby's development and trying to figure out the best things to do. He will sense this kind of caring on your part.

It might help you to get through this period of time when he needs you so much if you think about how in a matter of months he will be chugging along under his own steam. In two or three years he will spend most of his time playing with other children and seldom come to you for attention.

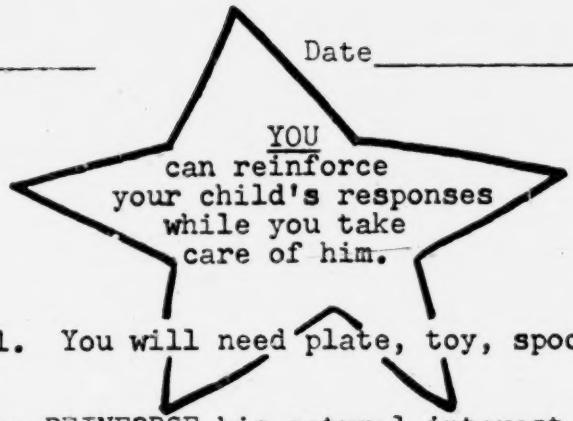
But don't feel guilty about letting him cry when you decide that he needs to cry or when you can't take time out to help him because you have other things to do.

.....And yes, I would like to babysit!

"If I sleep with one eye open, I can wait until Mommy gets into the bath before I cry and let her know that I am awake."

Here are some regular CARE-TAKING ACTIVITIES. Let's see what the baby's NATURAL RESPONSES to these activities are and how they can be encouraged.

Week 12 Day 1 Date



FEEDING

Feed baby as usual. You will need plate, toy, spoon, bottle, and food.

While you feed baby REINFORCE his natural interest in his food, in sounds and his facial expressions.

Keep track of the number of times the person feeding the baby does the following things.

POSITIVE REINFORCEMENT that will ENCOURAGE baby and cause him to like feeding time...

-giving baby small amounts at a time, giving him time to wallow it around in his mouth and taste it

-making sounds back to baby when he makes sounds

-letting baby feel the food when he gets it on his hands by touching his mouth

-letting the baby hold the spoon when he reaches for it

-letting the baby sit up to be fed

NEGATIVE REINFORCEMENT that will DISCOURAGE baby and cause him to dislike feeding time...

-slapping baby's hands or pulling them away when he puts them in his mouth to touch the food

-poking food down baby's mouth so that he can hardly breathe

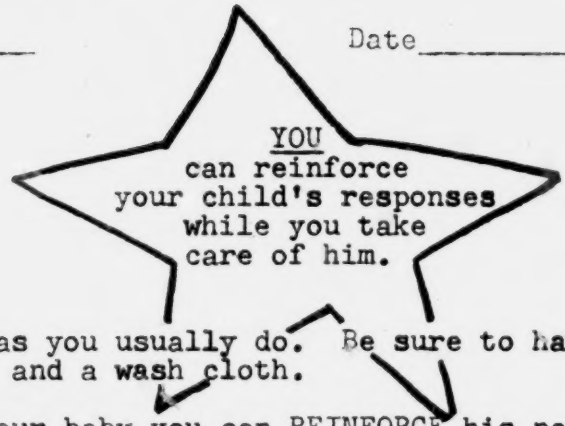
-wiping baby's mouth after every spoonful

-grabbing spoon away and saying "Now stop that"

-telling baby again and again "Don't spit your food out; that's not nice," or "You're bad," in a disgusted voice

Did the baby enjoy the feeding?

Week 12 Day 2 Date



BATHING

Give baby a bath as you usually do. Be sure to have a small bar of soap and a wash cloth.

While you bathe your baby you can REINFORCE his natural movements in the water, his sounds, and his facial expressions.

Keep track of the times the person bathing the baby does the following things.

POSITIVE REINFORCEMENT that will ENCOURAGE baby and make bath time a happy time...

-making sounds back, smiling, or patting baby when he makes sounds

-letting baby touch soap and telling him "soap" when he reaches for soap

-talking to baby, smiling, and touching his arms and legs when he moves

-saying"Do you like that?" when baby wants to hold the was cloth or soap

NEGATIVE REINFORCEMENT that will DISCOURAGE baby and make bath time an unpleasant time...

-slapping baby's hand and grabbing soap away when he reaches for it or other objects

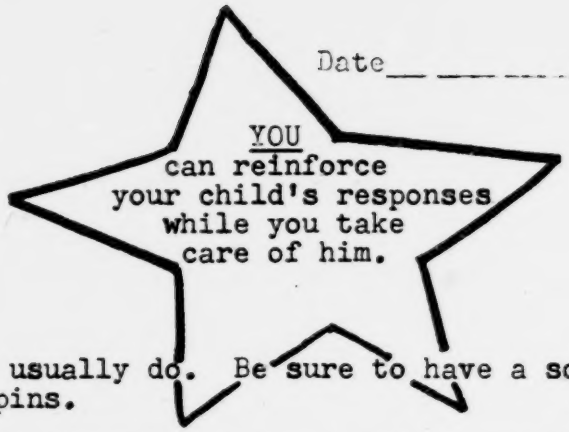
-ignoring baby when he coos or jabbers

-being generally cross and hurrying to get through, saying "Cut that out now. We have to hurry and get ready to go to the store."

-getting soap in baby's eyes because he doesn't hold his head properly to wash it

Did the baby enjoy his bath?

Week 12 Day 2 Date



DIAPERING

Change baby as you usually do. Be sure to have a soft diaper and safety pins.

While you diaper him REINFORCE his natural movements, his sounds, and his facial expressions.

Keep track of the number of times the person diapering the baby does the following things...

POSITIVE REINFORCEMENT that will ENCOURAGE baby and cause him to enjoy diapering...

-singing a song to him such as: "I'm the Only One Like Me," "I'm the Greatest," "This Little Piggie"

-telling the baby what you are going to do and why you are changing his diaper

-making sure that the baby is comfortable, that you don't hold his legs too tightly, etc.

-letting the baby feel his body

-letting the baby kick his legs

NEGATIVE REINFORCEMENT that will DISCOURAGE baby and cause him to dislike diapering...

-wiping baby with rough cloth, wiping too hard, or holding his legs too tightly

-not talking to baby when he is cooing and smiling

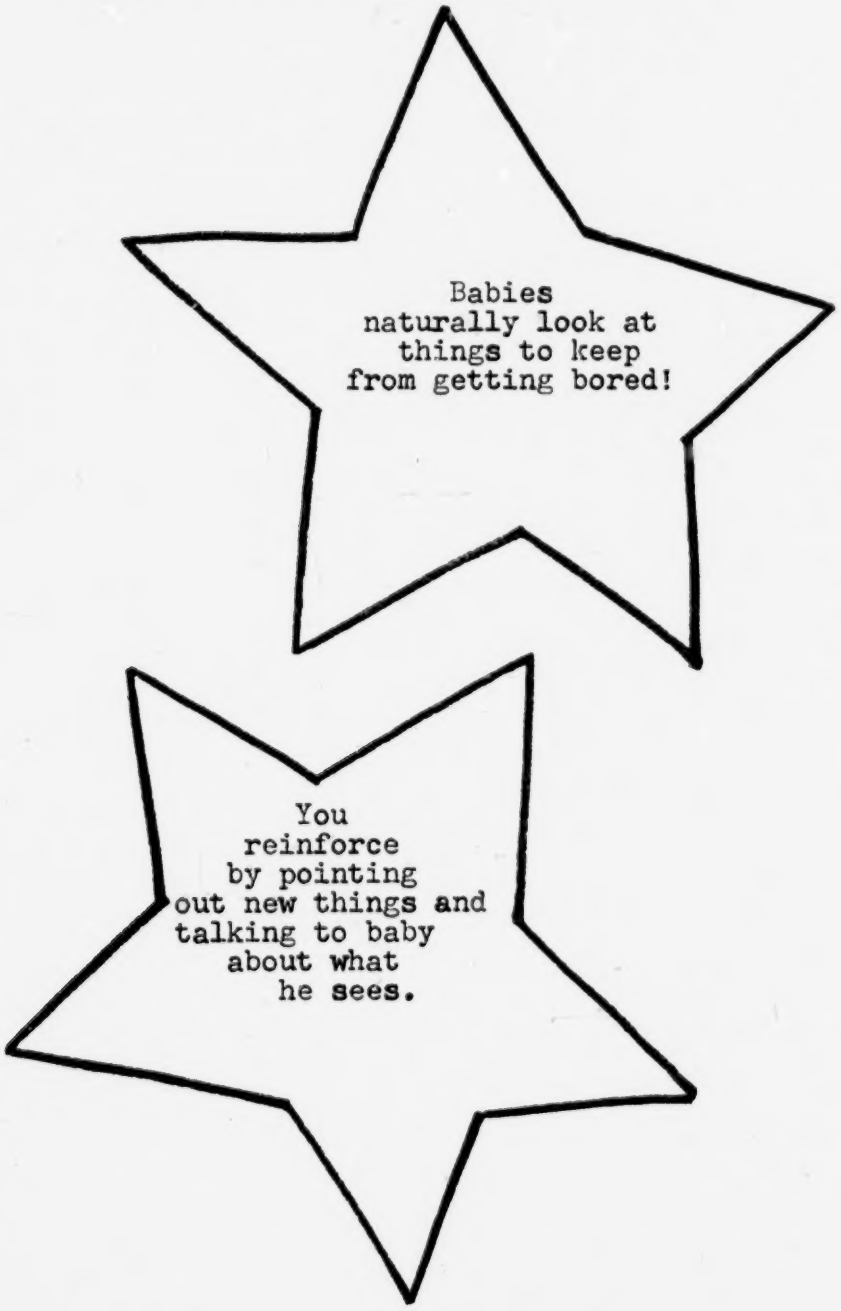
-slapping baby's hand when he tries to touch his body

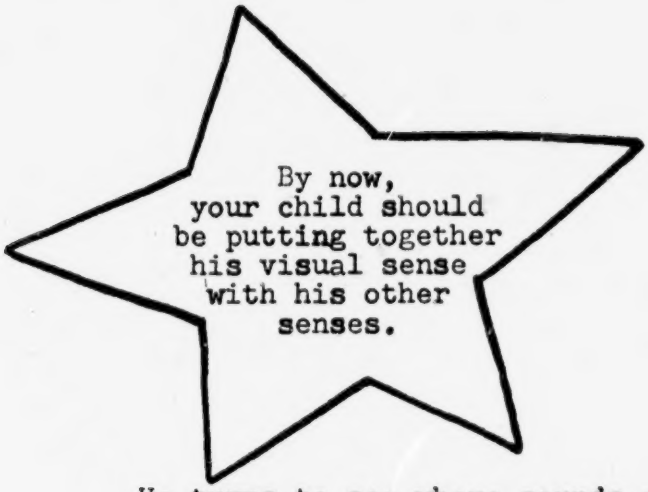
-being generally cross and angry about baby being wet in the first place

-spanking baby for kicking his feet and turning to look around

Did the baby enjoy the change?

Your child learns by having his NATURAL INTEREST in visual activities REINFORCED





WEEK 13 DAY 1

DATE_____

He turns to see where sounds come from. Has your baby done that?_____ When? _____

_____

He reaches for what he sees. Has your baby done that?

_____ How?_____

He grasps objects and bangs them on the floor. Has your baby done that?_____ How?_____

_____

He mouthes, sucks, and tastes everything he can see and reach. Has your baby done that?_____

How?_____

He coos and makes sounds to colorful toys and people he sees. Has your baby done that?_____

How?_____

He is truly beginning to use his senses to find out and explore. If you reinforce this, he will continue to be a curious baby.

YOUR CHILD learns through having his natural interest in visual activities reinforced.

WHICH IS REINFORCING?

Baby coos and talks to colorful toys and pictures he sees.

Mother says, "You cut out that fussing and talking."

Mother talks to baby about what he sees.

YES!

NO!

Baby watches trees and leaves moving outside the window.

Mother says, "Look at the leaves."

Mother pulls the shade.

NO!

YES!

Baby cries- probably because he has nothing new in his crib to look at and explore.

Mother gets angry and yells, "Stop that fussing, or you'll get a spanking."

NO!

Mother says, "What's the matter, you need something new to play with?" "Here, look at this.. or picks baby up, and shows him some pictures on the wall".

YES!

WHICH IS REINFORCING?

Baby grasps wrapping paper and sticks it in his mouth.

Mother slaps hand and says, "no,no."

NO!

Mother takes paper away and gives baby something brightly colored that is safe to chew on, and says, "Here honey, that paper might not be good for you".

YES!

Mother has baby in one arm and answers the phone. Baby reaches for the phone.

Mother slaps baby's hand and says, "You cut that out. I'm talking on the phone".

NO!

Mother gives the baby a play telephone, saying, "Here's a phone for you, make it gingle like this, or gives the baby an interesting object such as a spoon or rattle and shows him how to use it.

YES!

Baby grabs mother's earring and yanks it from her ear.

Mother slaps baby's hand; baby continues; finally mother slaps baby harder and puts him to bed.

NO!

Mother gives the child the earring to play with, if safe.

YES!

Mother gives the child something else to play with, such as a bell, block or spool of thread.

YES!

WEEK 13 DAY 1

DATE_____

Purpose: Y O U can reinforce your baby's natural interest in visual activities.

Activity: Place a mirror in baby's bed. Call his attention to himself in the mirror.

How did your baby RESPOND?

Bodily Movement

closes and opens his hand

reaches for mirror

tries to pull up

puts mirror in mouth

tries to crawl for mirror

stretches body

turns over

keeps body still and watches

kicks arms and legs

tries to scoot on tummy to get mirror

What did you do to Reinforce the baby?

smiled at baby

patted baby

gave baby object he reached for

talked to baby about his image in mirror

rubbed baby's body

moved his legs

moved his arms

Other:

Verbal Sound

tries to lick his mirror image
moves tongue silently
grunts
makes talking sounds such as oh, ah, mmmm, ba
no sound
laughs
fusses
cries
talks to himself or mirror

How did you Reinforce baby?

patted baby
smiled at baby
made sounds back to baby
sang and laughed
tried to comfort baby when he cried
picked baby up
cuddled and rocked
Other:

Week 13 DAY 1

Visual Activity (Continued)

Date _____

Emotion	How did you Reinforce baby?
happy	talked to baby about how he liked the activity
curious	
liked activity	comforted and talked to baby if afraid
disliked activity	
afraid	stopped or changed activity if bored
wanted to continue	stopped activity if child tired, hungry, or uncomfortable
tired	
bored	
hungry	
uncomfortable	

What do you think your baby learned from the activity?

WEEK 13 DAY 2

DATE_____

Purpose: Y O U can reinforce your baby's natural interest in visual activities.

Activity: Walk with baby around the neighborhood, naming objects and scenes.

How did your baby RESPOND?

Bodily Movement	What did you do To reinforce baby?
closes and opens his hand	smiled
reaches for objects	patted baby
tries to crawl for sound or object	gave baby object he reached for
turns head to look for sound	talked to baby about what he was doing
stretches body	rubbed body
keeps body still and observing	moved legs
strains muscles	moved his arms
kicks arms and legs	Other:
tries to scoot on tummy to get object	

Verbal Sound	What did you do To Reinforce?
moves tongue silently	patted baby
clicks or sucks	smiled at baby
grunts	made sounds back to baby
makes talking sounds such as oh, ah, mmm, ba	gave baby object he seemed to want
laughs	sang and laughed
fusses	picked baby up
cries	cuddled and rocked
looks at everything	Other:
talks to himself or to things he sees	

Week 13 Day 2

Visual Activity (Continued)

Date_____

Emotion	What did you do To Reinforce?
happy	talked to baby about how he felt about the activity
curious	
liked activity	comforted and talked to baby, if afraid
disliked activity	
afraid	stopped or changed activity if child bored
wanted to continue	
tired	stopped activity if child tired, hungry, or uncomfortable
bored	
hungry	Other
uncomfortable	

How did you feel about the activity with the baby?

Week 13

Date _____

Places My Baby Saw

Place:

Response:

Place:

Response:

Place:

Response:

DO-IT-YOURSELF VISUAL STIMULATION KIT

DO NOT OPEN

UNTIL WEEK 13

Here are some more VISUAL ACTIVITIES you can do with baby.

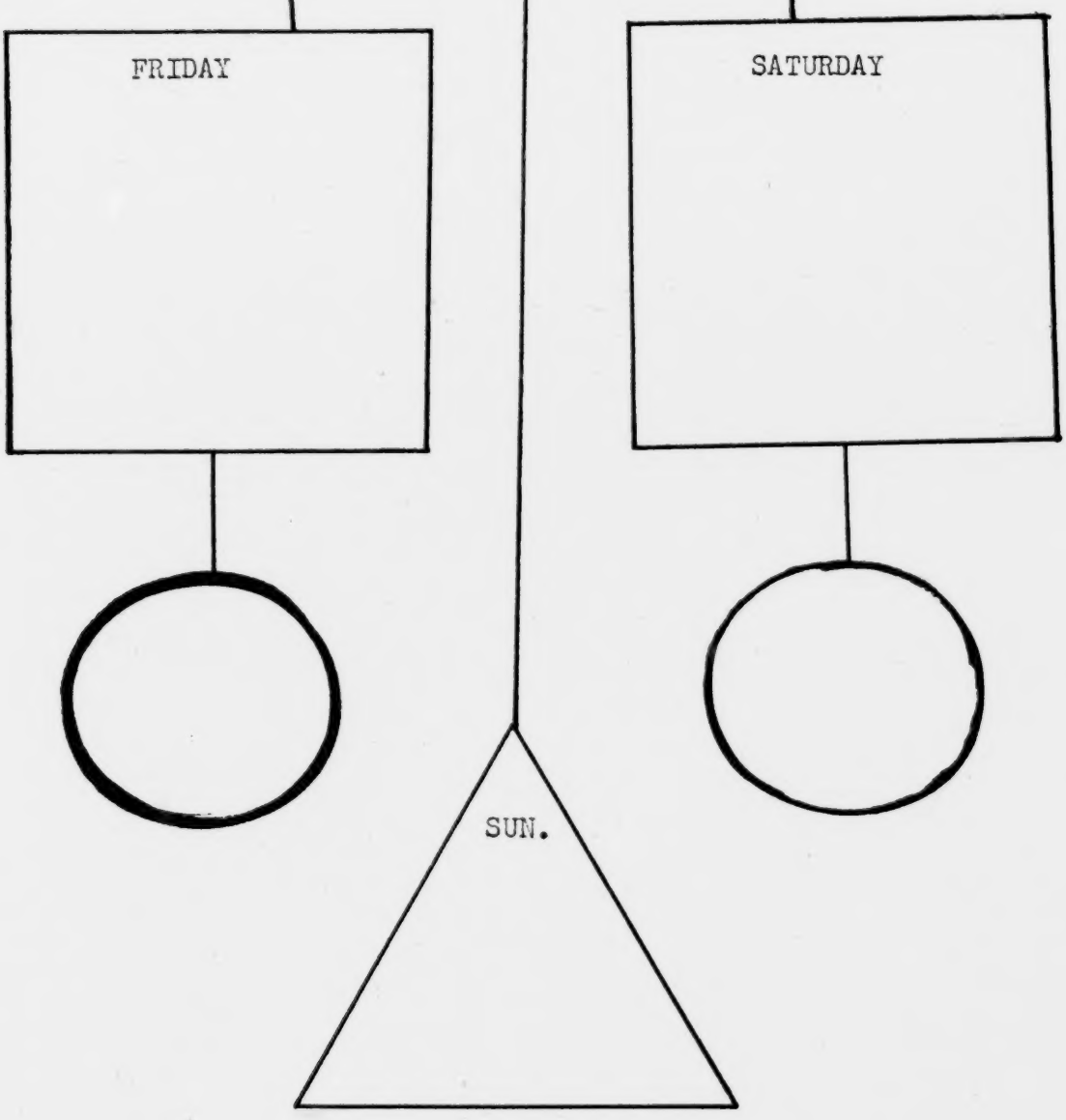
1. Tie a balloon on a string to baby's bed.
2. Let baby play with empty boxes such as cereal boxes, little camera film boxes.
3. Hide a rattle or a ball under a diaper and pull the diaper off.
4. Hide your face with your hands. Call to baby,"I see Johnny. Peek-a-boo, I see you!"
5. Show baby the curtains and talk to him about the designs and how the curtains move.
6. Let baby watch a record spin on stereo and listen to the music.
7. Show baby pictures in the house, and talk to him about persons or items in the picture.
8. Take baby to the grocery store. Place him in front of the cart in the infant seat. He will "go wild" looking at all the colorful packages and cans. You can name the objects or discuss with him what you are buying.
9. Let the baby look at a candle with flame. Blow the flame, and relight it while he watches.
10. Call baby's attention to the lights when you turn them off and on. You might show him the traffic lights when you go outside.
11. Play peek-a-boo with the baby in the bathroom or bedroom mirror, or the window after dark.

Week 13

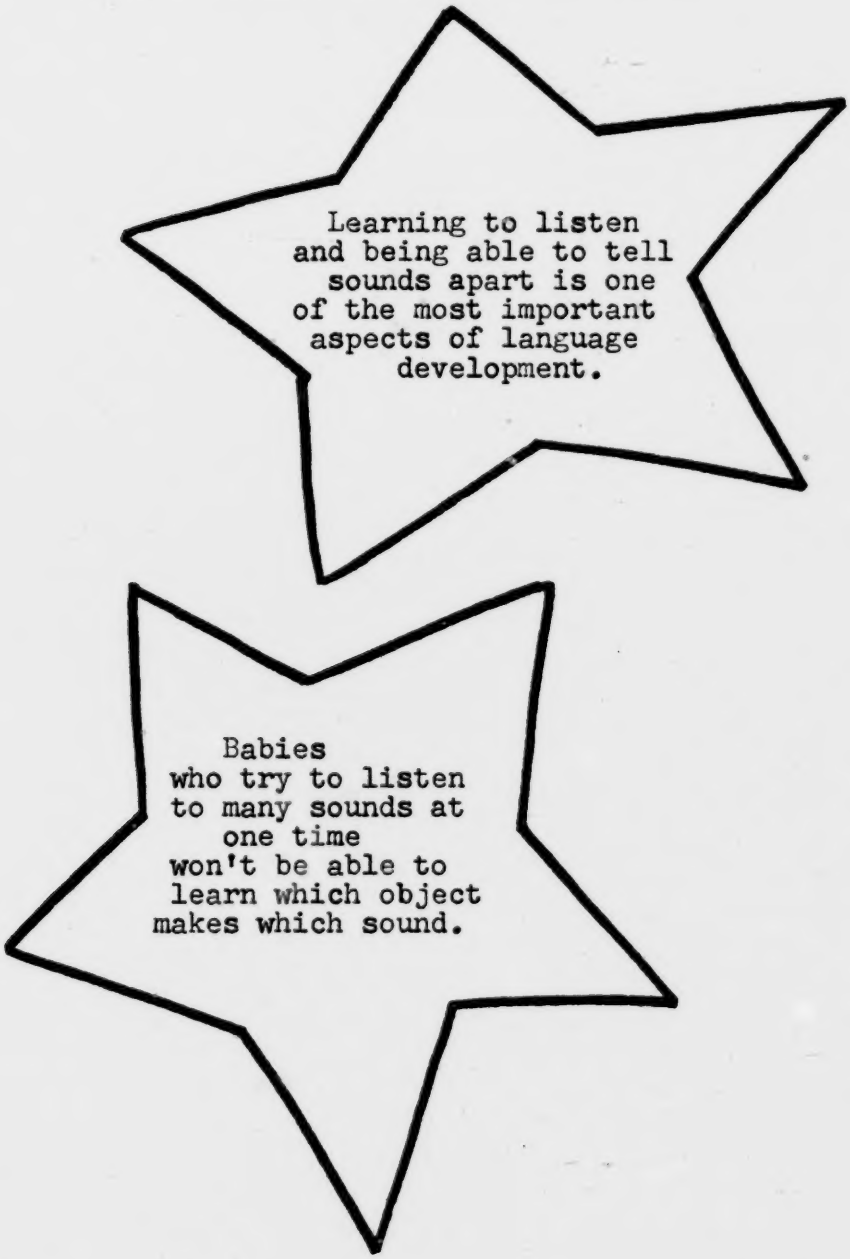
Date _____

My Baby's Visual Activities

And How I Re inforced Them



Your child learns by having his NATURAL INTEREST in auditory (sound) activities REINFORCED


Learning to listen and being able to tell sounds apart is one of the most important aspects of language development.
Babies who try to listen to many sounds at one time won't be able to learn which object makes which sound.

WEEK 14 DAY 1

DATE_____

When you talk to baby he listens with an intent expression on his face like he is trying to figure out all he can about where the words come from. Does your baby do this? Give an example:_____

_____

When baby hears a sound he stops moving his body - then starts waving his arms and legs again, trying to get the sound to come again. Does your baby do this? When?

_____

Baby makes his own sounds such as banging objects, and then he listens carefully to the sounds he makes. Has your baby done this?_____

_____

He seems to make sounds on his own just so he can hear himself talking. When does he do this?_____

_____

He recognizes familiar sounds such as his mother's voice, or footsteps, and stops crying when she is coming. Has your baby done this? When?_____

_____

He is truly beginning to put together sounds and sights to form IDEAS about his surroundings. If you continue to reinforce this, he will continue to be a curious, smart baby.

YOUR CHILD learns through having his natural interest in auditory experiences reinforced.

WHICH IS REINFORCING?

(This time, you mark NO! beside the experience that is not reinforcing, and YES! beside the experience that is. You can also write other examples on the back of the page.)

Baby hits spoon on table or high chair tray, listening to the sound he is making.

Mother jerks spoon away, and says, "Cut that out, you're driving me crazy".

Mother gives baby another spoon and shows him how to hit two spoons together.

Mother gives child a spatula or bottle brush to bang with that makes less noise, then gives him the spoon later when she can stand the noise.

Baby looks at phone, and reaches for it whenever it rings.

Mother comments, "Yes, that's the telephone, what a smart baby you are".

Mother ignores child's response to telephone sound.

Mother lets baby listen to someone on the telephone whenever she can.

WHICH IS REINFORCING?

Baby plays with jingle bells on crib toy. Mother can't hear story on television.

Mother moves closer to television so she can hear.

Mother turns up the television so she can hear, which means baby may not be able to hear the bells.

Mother decides to play with baby since she can't hear the television anyway.

Baby stops crying when he hears footsteps of mother coming.

Mother remembers she wanted to call her sister, and stops to telephone on the way to see about baby.

Mother goes to baby and says, "Good, you heard me coming didn't you".

Baby is on mother's lap while she is talking to friends. He watches her mouth move, and pokes his finger in it.

She says, "Stop that boy, and puts him down".

She blows on baby's finger and says, "Yes, that's Mommy's mouth".

She takes his finger out of her mouth, and continues to talk, holding his hand so he can't put it in her mouth.

WEEK 14 DAY 1

DATE _____

Purpose: Y O U can reinforce your child's natural interest in auditory activities.

Activity: Use a household spoon that baby can hold. Sit baby on your lap in front of a table. Bang the table with the spoon. Let baby try to bang with the spoon.

How did your baby RESPOND?

Bodily Movement	What did you do To Reinforce?
closes and opens hand	smiled
tries to pull up	patted baby
puts object in mouth	gave baby object he reached for
tries to get to sound or object	talked to baby about what he was doing
bangs or hits objects together	rubbed his body
turns head to look for sound	moved his legs
stretches body	moved his arms
tries to bang spoon	Other:
turns over	
keeps body still and watches	
kicks arms and legs	

Verbal Sound	What did you do To Reinforce?
moves tongue silently	patted baby
clicks or sucks	smiled at baby
grunts	made sounds back to baby
makes talking sounds such as oh, ah, mmmm	sang and laughed
laughs	cuddled and rocked
fusses	Other:
cries	
no sound	

Week 14 Day 1

Auditory Activity (Continued) Date_____

Emotion	What did you do To Reinforce?
happy	talked to baby about how he felt about the activity
curious	
likes activity	comforted and talked to baby, if afraid
dislikes activity	
afraid	stopped or changed activity if bored
wanted to continue	stopped activity if child was hungry, tired, or uncomfortable
tired	
bored	
hungry	
uncomfortable	

How did you feel about the activity with the baby?

WEEK 14 DAY 2

DATE_____

Purpose: Y O U can reinforce your baby's natural interest in auditory activities.

Activity: Lay baby on his tummy on the floor. Show him how to roll a ball which makes a sound - like "Shakey" ball or plastic "Totem Pole," a balloon type ball with bells inside. Roll ball back to baby when it rolls away.

How did your baby RESPOND?

Bodily Movement	What did you do To Reinforce?
closes and opens hand	smiled at baby
reaches for ball	patted baby
tries to pull up	gave baby object he reached for
puts object in mouth	talked to baby about what he was doing
tries to crawl for sound	rubbed his body
turns head to look for sound	moved his legs
stretches body	moved his arms
turns over	Other:
keeps body still and watches	
kicks arms and legs	
tries to scoot on tummy to get ball	

Verbal Sound	What did you do To Reinforce?
moves tongue silently	patted baby
clicks or sucks	smiled at baby
makes talking sounds such as oh, ah, mmmm, ba	made sounds back to baby
laughs	gave baby object he seemed to want
cries	sang and laughed
no sound	tried to comfort when baby cried
talks to himself or toys	picked baby up
raises arms when mother says "Come up" and reaches for him	Other:
looks for disappearing objects	

Week 14 Day 2

Auditory Activity (Continued) Date_____

Emotion	What did you do To Reinforce?
happy	talked to baby about how he felt about the activity
curious	
likes activity	comforted and talked to baby if afraid
dislikes activity	
afraid	stopped or changed activity if bored
wants to continue	stopped activity if tired, hungry, or uncomfortable
tired	
bored	Other:
hungry	
uncomfortable	

How did you feel about the activity with the baby?

DO-IT-YOURSELF AUDITORY STIMULATION KIT

DO NOT OPEN

UNTIL WEEK 14

Here are some more AUDITORY ACTIVITIES for your baby.

1. If you have a record player, play the same records several times a day. Choose a soft, slow tune for one record, and a fast one as another. Tell baby the name of the record and dance with him.

2. Clap your hands loud and soft. Sing to the clapping. Clap baby's hands.

3. Take baby to the door, and ring the bell so that he may hear it. Then let someone else ring it and hold baby beside the doorbell sound box. If you don't have a doorbell, take the baby to see who is at the door when someone knocks.

4. Point out various sounds such as the pressure cooker, the alarm clock, or a passing siren.

5. Read little paper back children's books, especially those with animal pictures and sounds.

6. Tie different jingly type things on the side of your baby's crib - jar rings, bells, softer sounds such as balls and sacks stuffed with cotton or cloth.

7. Let baby see water running in the sink or tub.

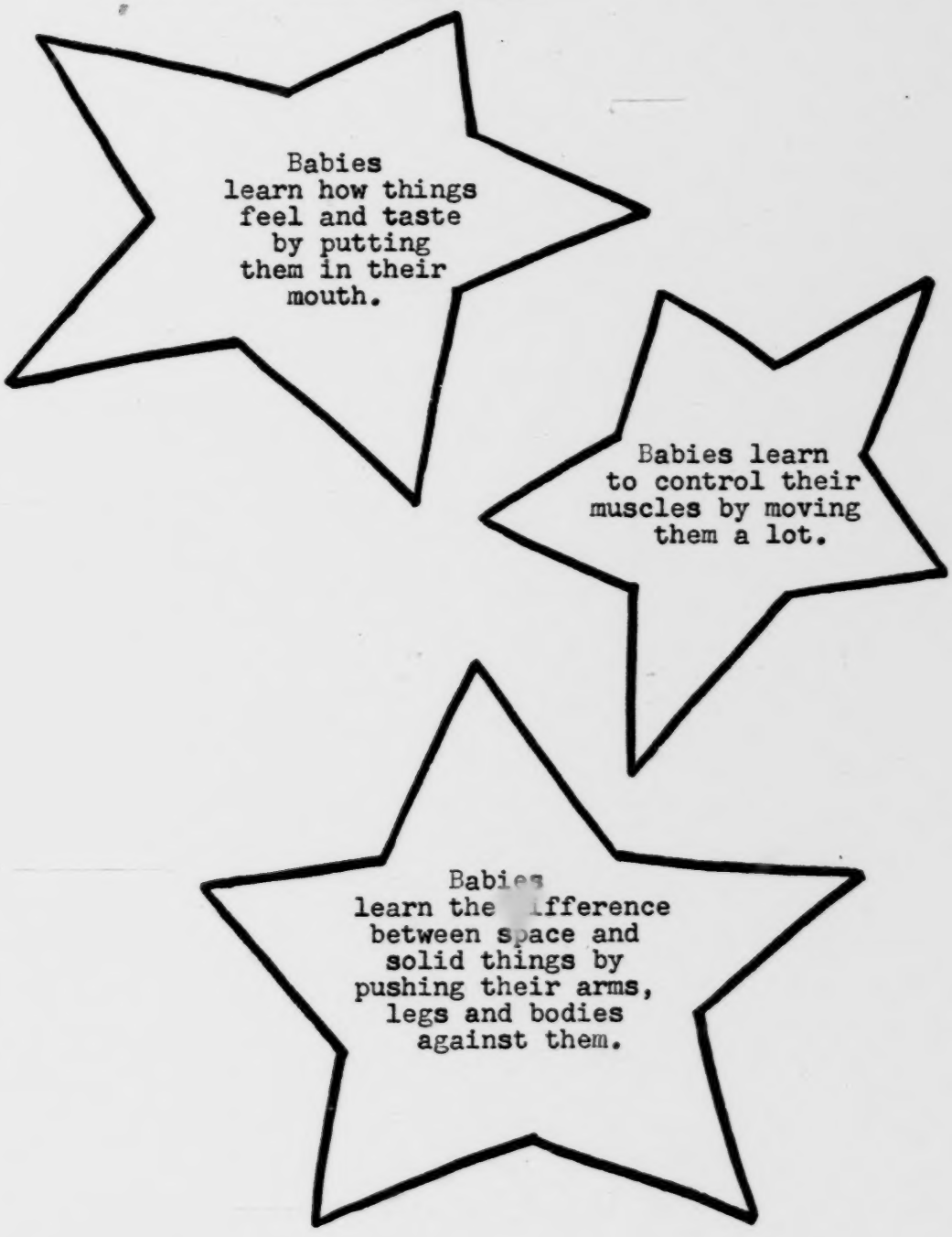
8. Let baby watch you prepare meals as you name the clanking of the pots and pans and other cooking noises- "Now Mommie is going to beat the eggs."

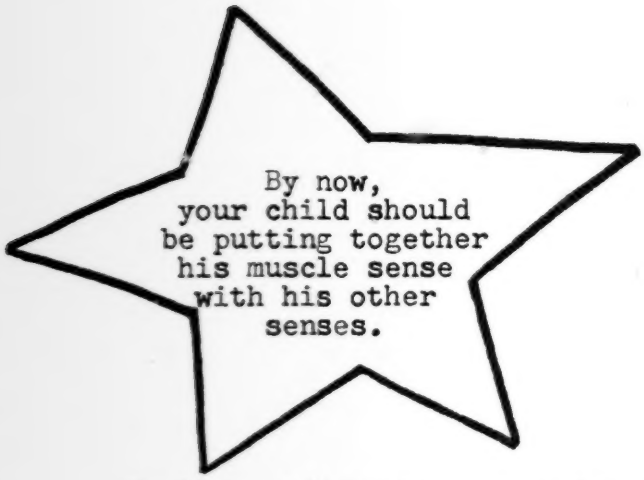
Week 14 Date _____

Did Your Child Have Any of These AUDITORY EXPERIENCES Today?

Write your child's response beside the picture.

Your child learns by having his NATURAL INTEREST in muscle activities REINFORCED.


Babies learn how things feel and taste by putting them in their mouth.
Babies learn to control their muscles by moving them a lot.
Babies learn the difference between space and solid things by pushing their arms, legs and bodies against them.



WEEK 15 DAY 1

DATE_____

He hits objects hung over him in the crib to make them move so he can watch them. Does your baby do this?____

_____

He tries to turn over to reach or scoot to a toy he sees, hears, and wants. Does your baby do this? How?_____

_____

He kicks his feet against the bed or your legs as he can feel the sensation of something firm against his heels. Do you think your baby does this?_____
When?_____

He can bang a spoon on a pan and "talk" at the same time while sitting in your lap or propped on a pillow. Has your baby done this?_____

He moves his body or stops moving it when he wants to, as though he wants to be quiet and listen. Has your baby done this? When?_____

_____

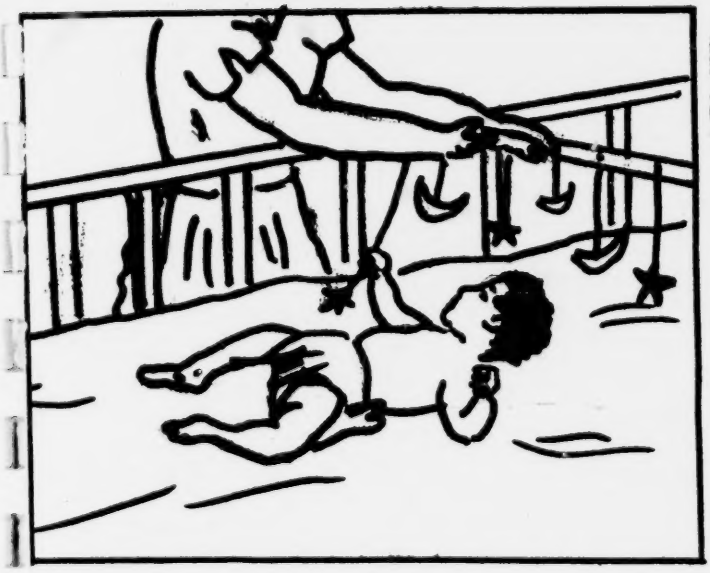
He is truly beginning to use his muscles to explore and find out how things work. If you reinforce this, he will continue to be a curious baby.

By now, your child will WANT TO HOLD, squeeze, pull on, and put into his mouth - EVERYTHING HE TOUCHES.

You can provide things he can pull on

Do not give him fragile things that will tear up easily.

Don't scold him for breaking a paper mobile. Put it away and give him something he can play with.



YOUR C H I L D learns through having his natural interest in muscle activities reinforced.

W H I C H I S R E I N F O R C I N G ?

(This time we will describe the situation, you can describe what mother can do to reinforce interest in muscle activities and exploring).

Baby scoots over to T.V. guide or new magazine on the floor, and starts to rattle the paper.

1. What can mother do? _____
_____
_____.

2. What else might she do? _____
_____
_____.

Mother sits baby up. He falls over banging his head. Mother knows baby likes to try to sit up.

1. What can she do? _____
_____
_____.

2. What else can she do? _____
_____
_____.

Baby tries to scoot on floor and sticks his leg with a splinter and begins to cry.

1. What can mother do? _____
_____
_____.

2. What else can she do? _____
_____
_____.

Baby is sitting in mother's lap at the table. He grabs for her knife or hot coffee cup.

1. What can mother do? _____
_____
_____.

2. What else can she do? _____
_____
_____.

WEEK 15 DAY 1

DATE_____

Purpose: Y O U can reinforce your baby's natural interest in manipulating objects and things to get what he wants.

Activity: Take one of his favorite toys and place it on a soft piece of material (diaper or recieving blanket) that he can grab and pull. Place both the toy and the material slightly out of reach. When he reaches for the material, tell him what he is doing. "See, you're pulling on the blanket so you can get the toy."

How did your baby RESPOND?

Bodily Movement	What did you do to Reinforce?
closes and opens his hand	smiled at baby
reaches for blanket or toy	patted baby
tries to pull up	gave baby object he reached for
puts object in mouth	talked to baby about what he was doing
tries to crawl for object	rubbed his body
bangs or hits objects together	moved his legs
turns head to look for sound	moved his arms
stretches body	Other:
pulls cloth toward him to get toy	
turns over	
keeps body still and watches	
strains muscles	
kicks arms and legs	
tries to scoot on tummy to get object	

Verbal Sound	What did you do to Reinforce?
moves tongue silently	smiled at baby
clicks or sucks	patted baby
grunts	made sounds back at baby
makes talking sounds such as oh, ah, mmmm, and ba	gave baby object he seemed to want
no sound	sang and laughed
laughs	tried to comfort when baby cried
fusses	picked baby up
cries	cuddled and rocked
looks for disappearing object	Other:
talks to himself or toys	
raises arms when mother says "Come up" and reaches for him	

WEEK 15 DAY 1

Manipulating Objects (Cond.)

DATE _____

Emotion	What did you do to Reinforce?
happy	talked to baby about how he felt about the activity
curious	
likes activity	comforted and talked to baby if afraid
dislikes activity	
afraid	stopped or changed activity if bored
wants to continue	stopped activity if child is tired, hungry, or uncomfortable
tired	
hungry	Other:
uncomfortable	
bored	

How did you feel about the activity with the baby?

WEEK 15 DAY 2

DATE_____

Purpose: Y O U can reinforce your baby's natural interest in muscular activities.

Activity: Make an exerciser for baby with bracelets, plastic, elastic, and curtain rods. Show baby how to grasp and let go of the rings.

How did your baby RESPOND?

Bodily Movement	What did you do To Reinforce?
closes and opens his hand	smiled at baby
reaches for rings	patted baby
tries to pull up	gave baby object reached for
turns head to look for sound	talked to baby about what he was doing
stretches body	rubbed his body
turns over	moved his arms
keeps body still and watches	moved his legs
strains muscles	Other:
kicks arms and legs	

Verbal Sounds	What did you do To Reinforce?
moves tongue silently	patted baby
clicks or sucks	smiled at baby
makes talking sounds such as oh, ah, mmm, and ba	made sounds back to baby
no sound	sang and laughed
laughs	tried to comfort baby when he cried
cries	picked baby up
raises arms when mother says "Come up" and reaches for him	cuddled and rocked him
looks for disappearing objects	Other:
talks to himself or toys (after activity)	

WEEK 15 DAY 2

DATE_____

Muscular Activities (Cond.)

Emotion	What did you do to Reinforce?
happy	talked to baby about how he felt about the activity
curious	
likes activity	comforted and talked to baby if afraid
dislikes activity	
afraid	stopped or changed activity if bored
wants to continue	stopped activity if child hungry, tired, or uncomfortable
tired	
bored	
hungry	
uncomfortable	

How did you feel about the activity with baby?

DO-IT-YOURSELF MUSCLE STIMULATION KIT

DO NOT OPEN

UNTIL WEEK 15

Here are some more MUSCLE ACTIVITIES for your baby.

1. Remember that your baby will soon be sitting up. Place him on the floor with pillows behind him and on each side so he can practice sitting up.

2. Help him practice walking by holding his hands.

3. Play hide-and-seek with your baby by putting a toy under a diaper. Help him find it by pulling the diaper off the toy. He will need help at first.

4. Lay him on his tummy in a firm but comfortable place. Lay down in front of him with your face toward his and encourage him to crawl. Place balls and other toys a little out of his reach to encourage him to try to reach them. Remember, don't tease or frustrate him. If he really can't get the toy by trying, give it to him anyway.

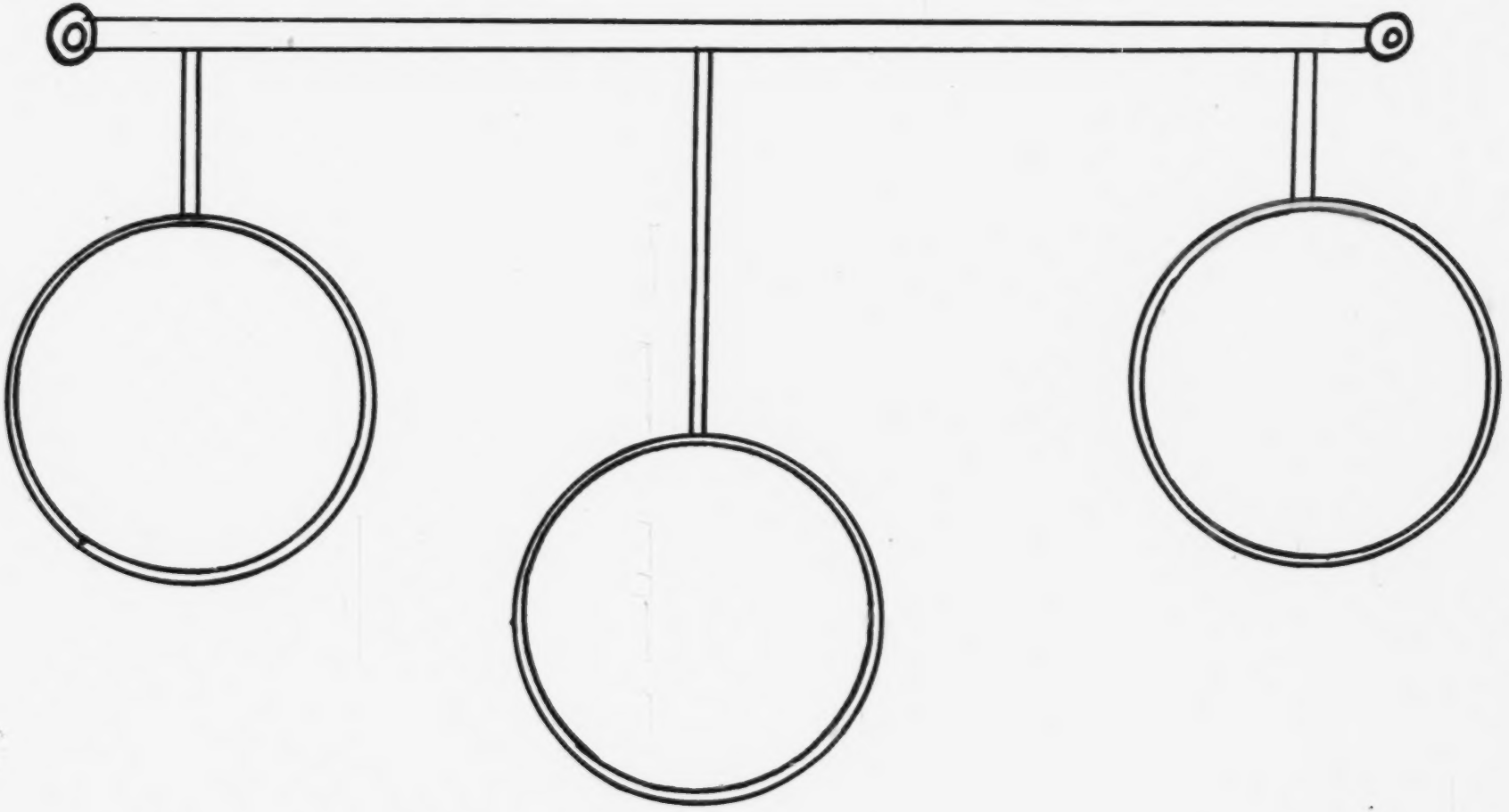
5. Show him how to bang blocks together to make noise.

Always be sure that baby has a good feeling about what he is trying to do, and that he is enjoying the games.

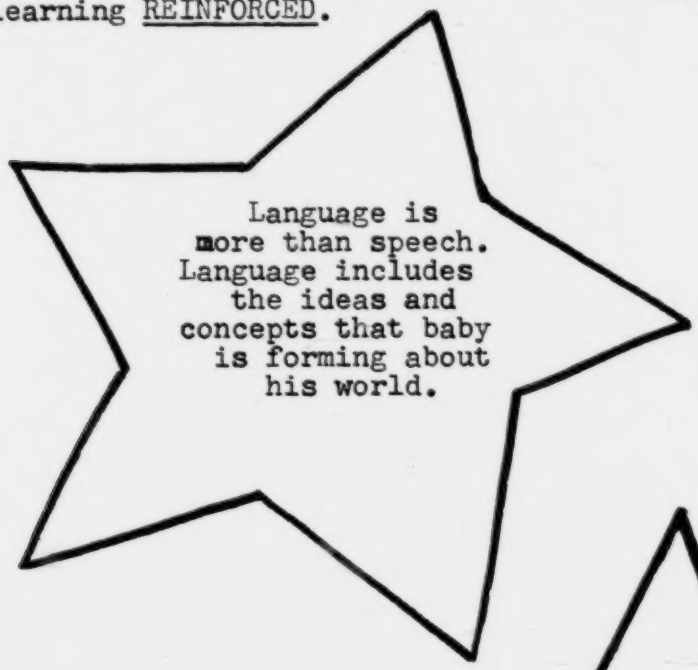
WEEK 14

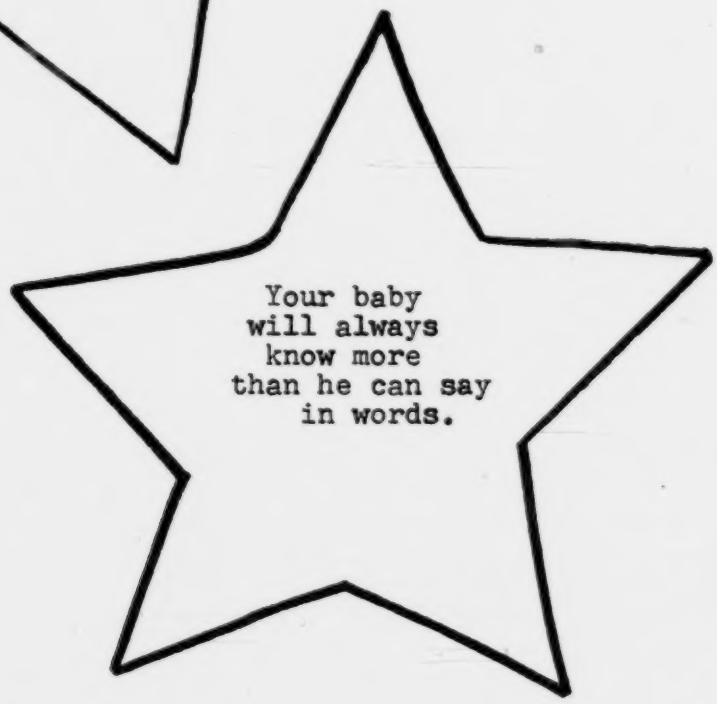
My Baby's Muscle Games

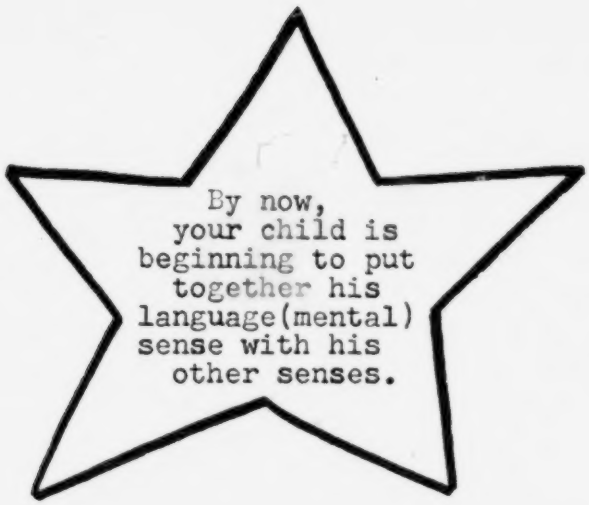
DATE



Your child learns language by having his NATURAL INTEREST in learning REINFORCED.







WEEK 16 DAY 1

DATE_____

He recognizes familiar people by smiling and kicking. Who does your baby recognize?_____

_____

He hits objects to make them move; he watches until they stop moving and hits them again._____

_____

He babbles with inflection and different tones, as if he knows he is really "talking." When does your baby do this?_____

_____

He has different facial expressions for different feelings - like "curious," "worried," and "interested"- much like older children. Does your baby do this? When?

_____

He seems to know certain things - like the cabinet where his food is kept. Do you have some examples of things you think your baby knows?_____

_____

_____

YOUR C H I L D learns through having his natural interest in language activities reinforced.

W H I C H IS R E I N F O R C I N G ?

(THIS TIME, WE'LL DO IT TOGETHER. WHICH IS YES, AND WHICH IS NO?)

Baby coos to mobile over his bed.

Mother talks to baby about mobile when he is cooing.

Mother says, "Stop that noise, you make me nervous".

Baby coos with mother when she says "Come on Timmy, it's time for your bottle". Baby coos and coos.

Mother says, "Stop all of that playing, come on take your bottle. " I don't have time for you to play around like that".

Mother says, "Timmy, it's time for your bottle. It's your bottle time Timmy". "Timmy is hungry".

Baby coos with sibling while they are playing with him by the bed.

Mother tells baby, "That's your sister, Joan. Do you want to play with her?"

Mother says, "Come away from that bed, and leave my baby alone".

WHICH IS REINFORCING?

Baby moves and coos when T.V. commercial comes on.

Mother moves baby from in front the T.V., and doesn't talk to baby about the commercial.

Mother talks to baby and says, "Oh yes John, that is Coca Cola, etc.".

Baby coos to mother while she is holding or feeding him. She is looking at T.V. while she feeds him.

Mother tells baby to stop all that cooing, so she can hear her story.

Mother says, "Yes John, that's the T.V." "You like the story?" "That's a man". "Hear him talk". "He's saying, buy Tide".

Mother feeds baby with T.V. turned off so she can use this time as a talking- learning time for baby.

WEEK 16 DAY 1

DATE_____

Purpose: Y O U can reinforce your baby's natural interest in "talking" activities.

Activity: Face baby with him in the infant seat or on your lap. Talk to him slowly and distinctly using short syllables such as "mama," "dada," "baba." Watch and wait for him to make sounds. He won't be able to imitate the sounds, but he will probably try.

How did your baby RESPOND?

Bodily Movement	What did you do to Reinforce?
closes and opens hands	smiled at baby
reaches for mother's mouth	patted baby
tries to pull up	talked to baby about what he was doing
turns head to look for sound	rubbed his body
keeps body still and watches	moved his arms
strains muscles	moved his legs
kicks arms and legs	Other:

Verbal Sounds	What did you do to Reinforce?
moves tongue silently	patted baby
clicks or sucks	smiled at baby
makes talking sounds such as oh, ah, mmm, and ba	made sounds back to baby
laughs	sang or laughed
cries	tried to comfort baby when cried
no sound	picked baby up
raises arms when mother says "Come up" and reaches for him	Other:

WEEK 16 DAY 1

"Talking" Activities (Cond.)

DATE_____

Emotion	What did you do to Reinforce?
happy	talked to baby about how he felt about the activity
curious	
likes activity	comforted and talked to baby if afraid
dislikes activity	
afraid	stopped or changed activity if bored
wants to continue	stopped activity if tired, hungry, or uncomfortable
tired	
bored	
hungry	
uncomfortable	

How did you feel about the activity with the baby?

WEEK 16 DAY 2

DATE_____

Purpose: Y O U can reinforce your baby's natural interest in developing ideas.

Activity: Walk with baby around the room; point out different objects, such as pictures, books, bottle, or other things around the house. Talk to him, saying,"See the door knob. See how shiny it is. This is how you turn it to open the door."

How did your baby RESPOND?

Bodily Movement	What did you do to Reinforce?
closes and opens hand	smiled at baby
reaches for an object	patted baby
puts object in mouth	gave baby the object he reached for
turns head to look for sound	talked to baby about what he was doing
stretches body	rubbed baby's body
keeps body still and watches	moved his arms
kicks arms and legs	Other:
strains muscles	

Verbal Sound	What did you do to Reinforce?
moves tongue silently	patted baby
clicks or sucks	smiled at baby
makes talking sounds such as oh, ah, mmm and ba	made sounds back to baby
laughs	gave baby object he seemed to want
cries	tried to comfort baby when cried
looks for disappearing objects	cuddled and rocked
no sound	

WEEK 16 DAY 2

Developing Ideas (Cond.)

DATE_____

Emotion	What did you do to Reinforce?
happy	talked to baby about how he felt about the activity
curious	
likes activity	comforted and talked to baby if afraid
dislikes activity	
afraid	stopped or changed activity if bored
wants to continue	stopped activity if tired, hungry, or uncomfortable
tired	
bored	Other:
hungry	
uncomfortable	

How did you feel about the activity with your baby?

DO-IT-YOURSELF LANGUAGE DEVELOPMENT KIT

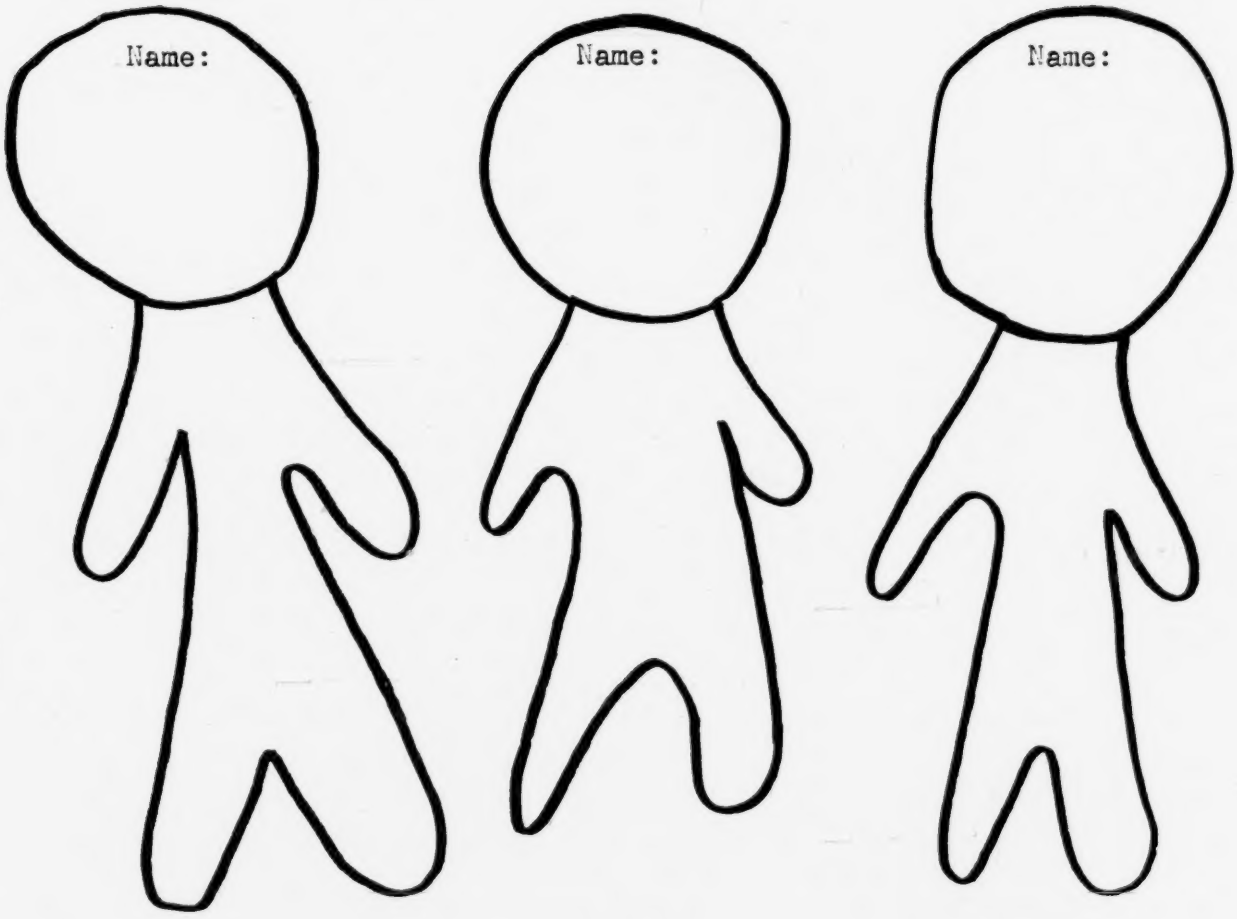
DO NOT OPEN

UNTIL WEEK 16

Week 16

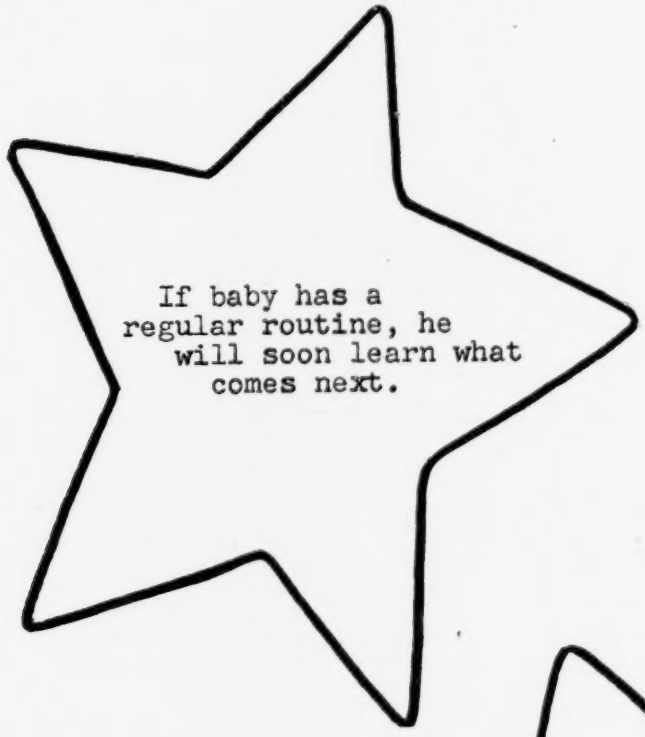
Date _____

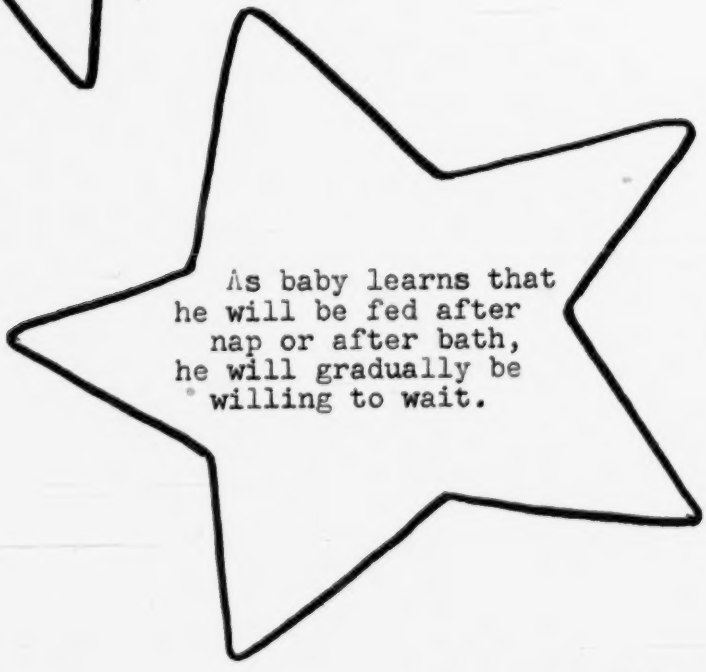
People Who Talk To My Baby



Response: Response: Response:

You can help your baby LEARN TO WAIT





You can help your baby LEARN TO WAIT

When you are preparing his food...

Sit baby where he can see you warming his vegetables.

Give baby a spoon or something which reminds him of meal time.

Talk to him - "Mommie is fixing your supper. Don't worry, its coming soon."

Gradually, baby will begin to control his fretting because he knows that he will soon be fed.

You can help baby LEARN TO WAIT

When you are giving baby a bath or getting him dressed...

Talk to baby about what you are doing, "Now lets wash those toes."

Talk to baby about what you will do when he is finished, "When we finish your bath, we are going outside."

Remain calm and matter-of-fact. If you lose your cool, baby will probably lose his too.

Gradually, baby will learn to recognize that the job will soon be finished and then he will be able to do something else.

Week 17 Day 1

Date _____

FEEDING

Keep track of the number of times the person feeding the baby does one or more of the following things to help the baby learn to wait.

1. Using statements like, "Today, we are going to have noodles, but first I need to warm it," "Don't worry, it is coming," "It is ready now, here it comes."
2. Sitting baby where he can see her fixing his meal
3. Giving baby a spoon to play with while he waits
4. Putting baby in chair where he will be having his meal
5. Holding baby in one arm while she finishes preparing the meal and showing baby what she is doing
6. Telling baby what comes after feeding, "After we finish, I am going to fix daddy's supper and you can watch."

Week 17 Day 2

Date _____

BATHING

Keep track of the number of times the person feeding the baby does one or more of the following things to help the baby learn to wait.

1. Telling baby ahead of time that he is going to have a bath, "As soon as I finish the dishes, we are going to give you a bath" or, "As soon as I get the kids off to school it will be bathtime."

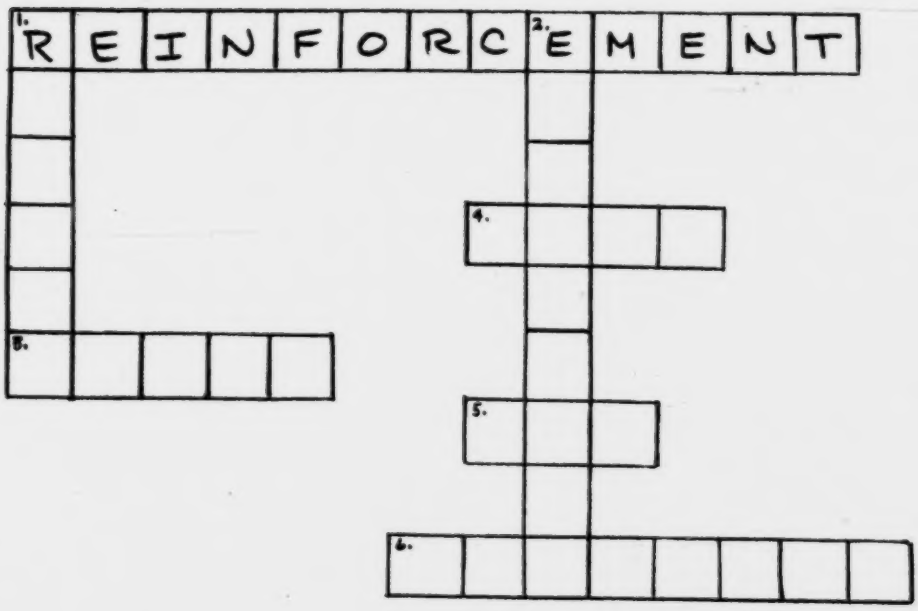
2. Letting baby help her get bath things together, "Here you can hold the wash cloth," "Help me find your little duck that floats because we are going to take a bath."

3. Talking to baby about what comes next as she bathes, "First, we are going to wash your little legs and feet. Then we are going to wash your tummie and so on," "Now, lean back this way a little(as she tilts his head back) so I can rinse your head," "We're almost finished and ready to dry off."

4. Telling baby what he will do after bath, "When we finish we are going to get our clothes on and go show grandma how pretty you look."

5. "Do you remember what I said was going to happen when we finished our bath? Yes, Johnnie and Clorine are coming over."

CROSSWORD PUZZLE ON REINFORCEMENT



Down

1. Reinforcement is the same as _____. Parents usually do this when the baby does something they like.

2. Through reinforcement a parent can _____ his child's development.

Across

3. Usually what a baby is _____ is what he wants or needs to do.

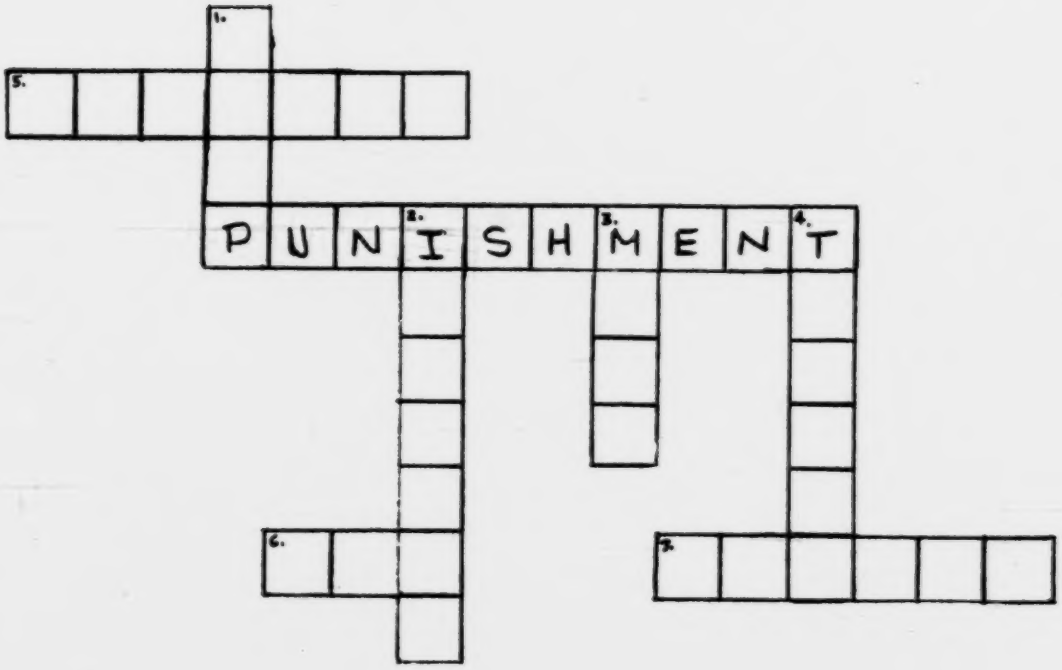
4. _____ is the most important aspect of a reinforcing relationship.

5. Sometimes a mother can hug or _____ her baby to let him know she likes what he is doing.

6. If a mother loves and reinforces her baby, he will associate her and himself with _____ feelings. If she is always yelling at him or slapping his hand, he will begin to think of himself as a person who always does the wrong thing.

(Puzzle answers on page 151)

CROSSWORD PUZZLE ON PUNISHMENT



Down

1. Sometimes a mother will _____ a baby when he reaches for a dangerous object instead of putting it out of his reach.

2. When a parent _____ a baby do something her way, she is liable to wind up being mad at baby because baby doesn't understand what she wants him to do.

3. Often mothers think babies get into things just to be _____ or aggravate her.

4. Sometimes mothers loose their _____ because babies keep getting into the same things over and over.

Across

5. _____ is another form of punishment.

6. A baby who is _____ for getting into things will probably stop being curious and develop at a slower rate.

7. Sometimes if a baby is punished for one thing he will become _____ to do anything because he thinks he will be punished.

(Puzzle answers on page 151)

DOT TO DOT PUZZLE

YOU have been helping your baby in every way that you can...

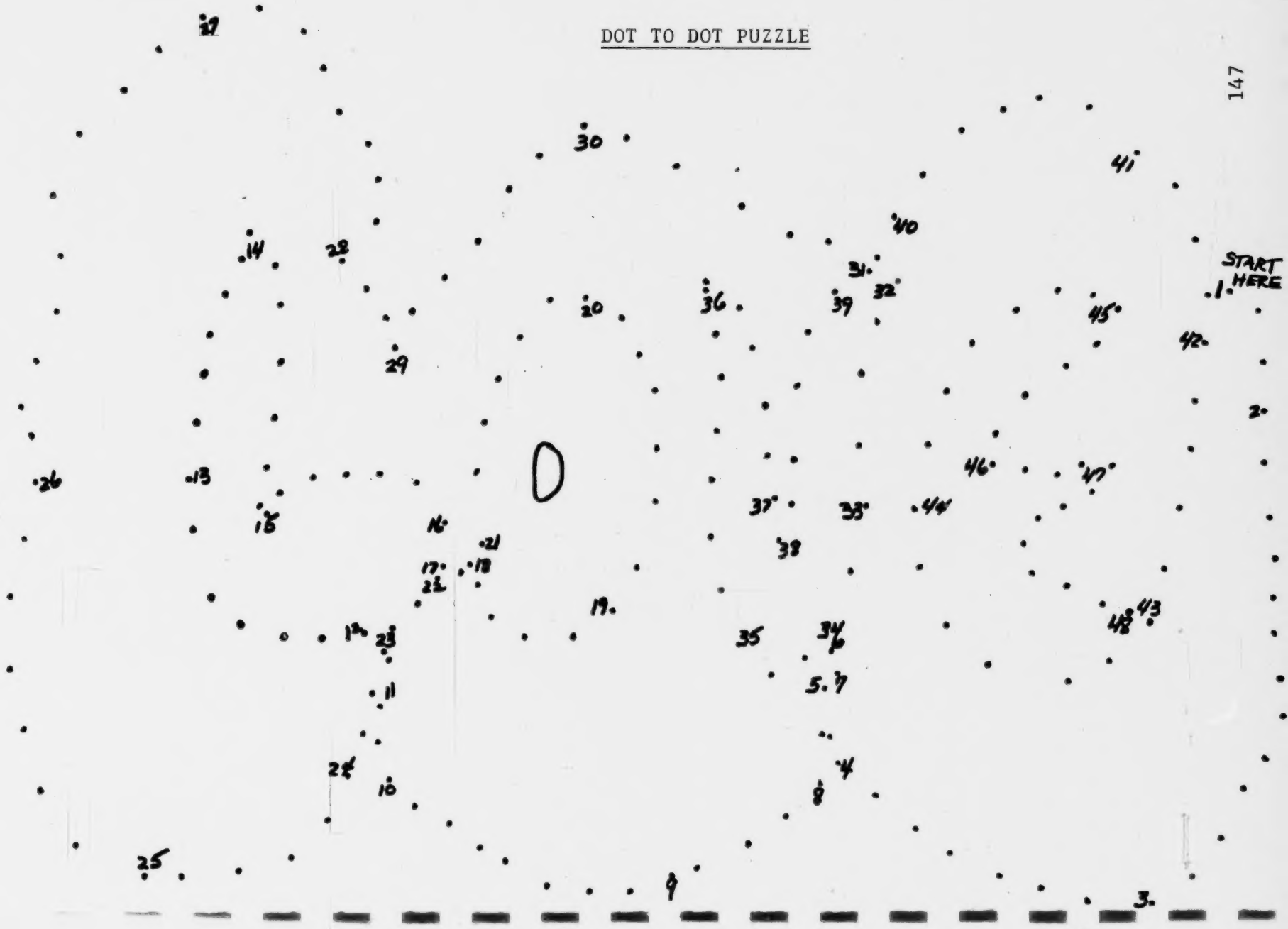
YOU have been reinforcing him and giving him distinctive experiences...

YOU have been helping him grow and learn...

YOU have been giving him the most important thing in life...

(To find out the answer, fill in the Dot Puzzle on the next page. You may tear out the page and color the picture if you wish.)

DOT TO DOT PUZZLE



YES,

Love means being on the baby's side and believing in him...

Love means believing that when your baby cries, he needs help and when he reaches for things he needs to touch...

Love means believing that he has a mind of his own and knows when he wants to eat and how much...

Love is believing that he needs lots of cuddling and attention and reinforcement...

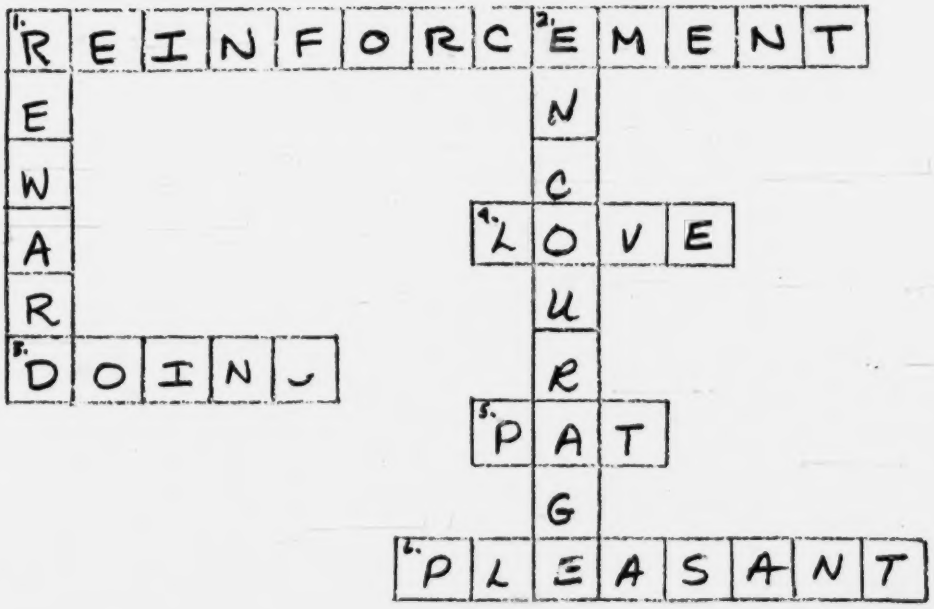
Love is giving all you can because you know your baby will be a better human being and have a better chance if you do...

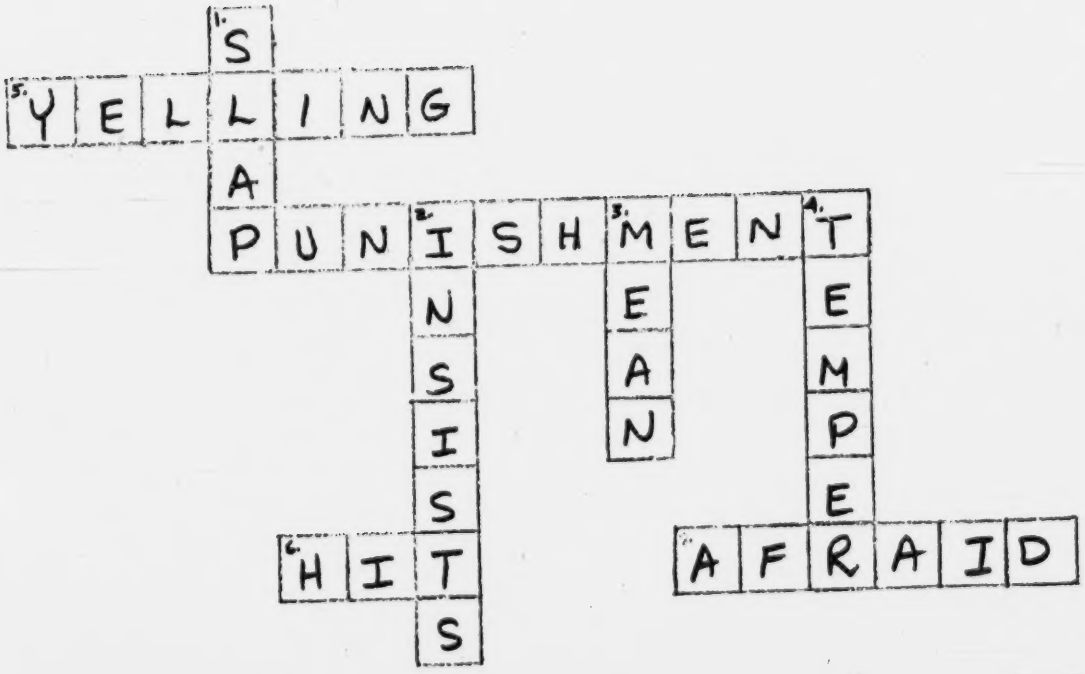
YOU will receive a gift from us in recognition of your completing this first book that covers the beginning of your child's growth and development.

Also, you will receive a copy of "The Explorer," which covers the next phase of your child's development.

APPENDICES

ANSWERS FOR CROSSWORD PUZZLES





SUPPLEMENTARY ACTIVITY:

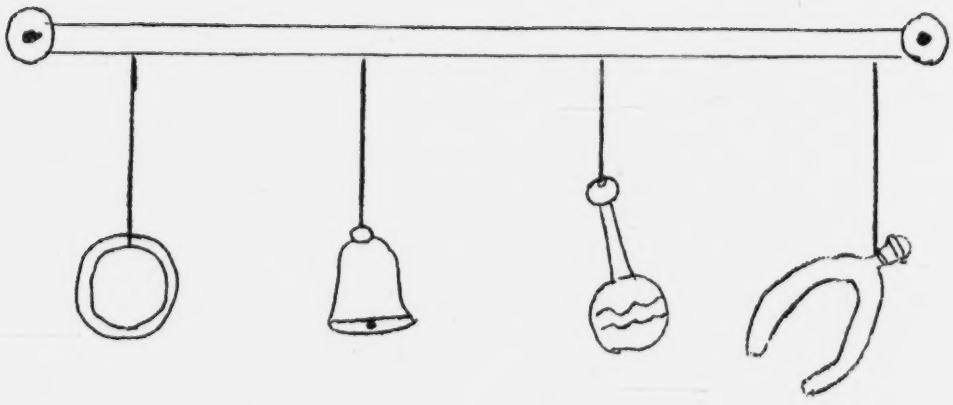
CRIB TOY to stimulate looking and reaching.

Materials Needed: Round curtain rods with holes in ends, string, rubber bands, elastic or elastic thread

rattles, jar rings, bells, fabric, bracelets, and other safe playthings

Procedure: Tie objects about 6 - 9 inches from rod. Adjust them so they are a few inches away from the baby's hand. They should be close enough that he can make them move or grasp them by "swiping" or hitting at them.

Make three or four crib toys with different kinds of objects. Change the toy every day or so to keep the baby interested.



FREE CHANCES! FREE CHANCES! FREE CHANCES!

Each time your Family Educator visits and does a lesson with you you will receive a free chance for a prize. Be sure the educator fills out the chances. Save them until each group meeting. Bring them with you at that time and deposit them in the drawing box. Your educator's signature must be on the chance.

Mother_____ Mother_____

Educator_____ Educator_____

Date_____ Date_____

Mother_____ Mother_____

Educator_____ Educator_____

Date_____ Date_____

Mother_____ Mother_____

Educator_____ Educator_____

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Mother_____ Mother_____

Educator_____ Educator_____

Date_____ Date_____

Mother_____ Mother_____

Educator_____ Educator_____

Date_____ Date_____

Date: _____

Name: _____

My address has been changed to: _____

_____

My new phone number is : _____

Please keep me enrolled in the program.

Parent Child Developmental Center

3300 Freret Street

New Orleans, Louisiana 70115